



Capital Community College

NEASC 2016 Self-Study Report

Prepared for the New England Association of Schools and Colleges

Commission on Institutions of Higher Education

August 2016

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Institutional Characteristics Form **Revised September 2009**

This form is to be completed and placed at the beginning of the self-study report:

Date: **August 16, 2016**

1. Corporate name of institution: **Capital Community College**
2. Date institution was chartered or authorized: **Hartford State Technical College – 1946**
Greater Hartford Community College - 1967
3. Date institution enrolled first students in degree programs:
Hartford State Technical College – 1946
Greater Hartford Community College – 1967
4. Date institution awarded first degrees: **Hartford State Technical College – 1948**
Greater Hartford Community College – 1969
5. Type of control:

Public	Private
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **Connecticut State Legislature and Board of Governors of Connecticut Department of Higher Education**
7. Level of postsecondary offering (check all that apply)

<input checked="" type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree

- Four- or five-year baccalaureate degree granting program
- Other doctoral programs _____
- Other (Specify) _____

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
- Occupational training at the technical or semi-professional level (degree)
- Two-year programs designed for full transfer to a baccalaureate degree
- Liberal arts and general
- Teacher preparatory
- Professional
- Other _____

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 12 credit hours
- b) Graduate N/A credit hours
- c) Professional N/A credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	825	N/A	825
Part-time student headcount	2,678	N/A	2,678
FTE	1,882	N/A	1,882

b) Number of students (headcount) in non-credit, short-term courses: 1,017

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Nursing Program	Accreditation Commission for Education in Nursing	January 1980	October 2011	Fall 2019
Medical Assisting Program	American Association of Medical Assisting	Fall 2000	March 2016 Currently on Probationary Status	March 2018
Paramedic Program	Committee on Accreditation of Educational Programs for Emergency Medical Services Professions	Fall 1993	Spring 2011	Spring 2016
Radiologic Technology Program	Joint Review Committee on Education in Radiologic Technology	Fall 1992	Fall 2009	Summer 2017
Early Childhood Education Program	National Association for Education of Young Children	2013	March 2016 *Annual Report	2019-2020

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	N/A		
B. Out-of-state Locations	N/A		

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Computer Information Systems: Web Publishing Option	Associate	100	n/a
Computer and Information Systems: Web Publishing	Certificate	100	n/a
Computer Support Specialist	Associate	100	n/a
Computer Software Support Specialist	Certificate	100	n/a

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.) **Table provided on the next page.**
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

1992 – Capital Community Technical College was formed by the merger of Hartford State Technical College (founded in 1946) and Greater Hartford Community College (founded in 1967).

1986–1996 - Conrad L. Mallett served as President of the merged College.

1996-2004 – Ira H. Rubenzahl served as President and the College changed its name to Capital Community College during his tenure.

2002 – The College moved to its current location in downtown Hartford.

2004-2005 – Booker DeV Vaughn served as Interim President.

2005-2011 – Calvin Woodland served as President.

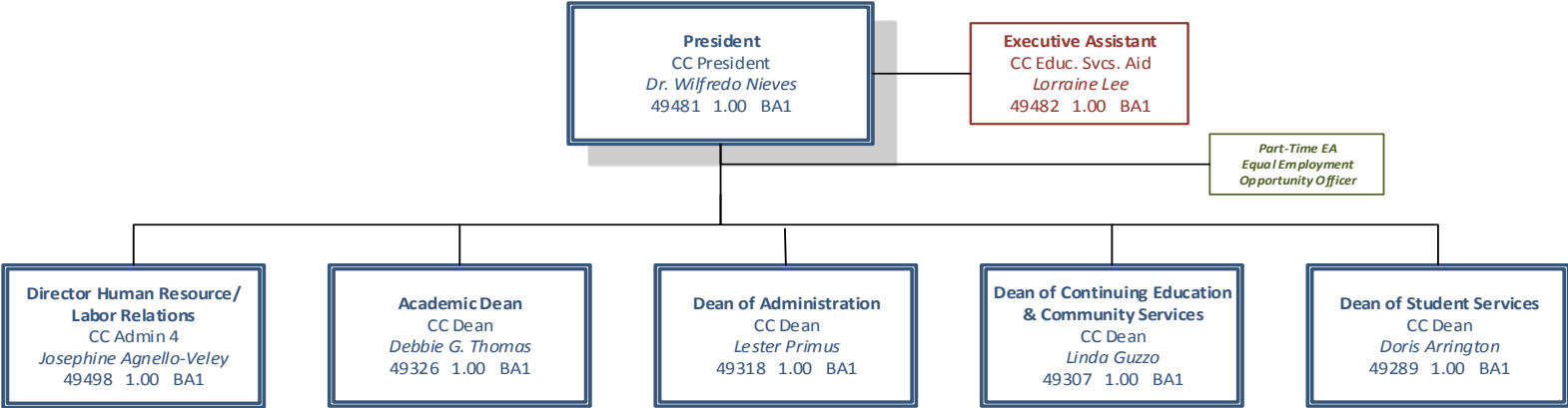
2011 – Wilfredo Nieves was appointed President of the College.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Matt Fleury	Chair	2016
	Mark E. Ojakian	President	2015
President/CEO	Wilfredo Nieves	President	2010
Chief Academic Officer	Debbie G. Thomas	Academic Dean	2015
Chief Financial Officer	Lester Primus	Dean of Administration	2004
Chief Student Services Officer	Doris B. Arrington	Dean of Student Services	1990
Continuing Education	Linda Guzzo	Dean of the School of Workforce & Continuing Education	1998
Institutional Research	Jenny G. Wang	Director of Institutional Research	2006
Development	John H. McNamara	Director of Institutional Advancement	1999
Library	Eileen C. Rhodes	Director of Library Services	2014
Admissions	Gregg B. Gorneault	Director of Admissions	2015
Registrar	Argelio Marrero	Registrar	2013
Financial Aid	Margaret Malaspina	Director of Financial Aid Services	2000
Public Relations	Jane Bronfman	Director of Marketing & Public Relations	2006
Other	Josephine Agnello-Velley	Director of Human Resources & Labor Relations	2014
Academic Division	Cynthia Adams	Division Director, Nursing	2000
	C. Raymond Hughes	Division Director, General Studies & Dev. Education	2011
	Paul Creech	Chair, Health Careers & Public Safety	2013
	Stephen O. Fagbemi	Chair, Social & Behavioral Sciences	2001
	Andre Freeman	Chair, Science & Mathematics	2008
	Miah LaPierre-Dreger	Chair, Business & Technology	2011
	Jeffrey F. L. Partridge	Chair, Humanities	2009

Capital Community College

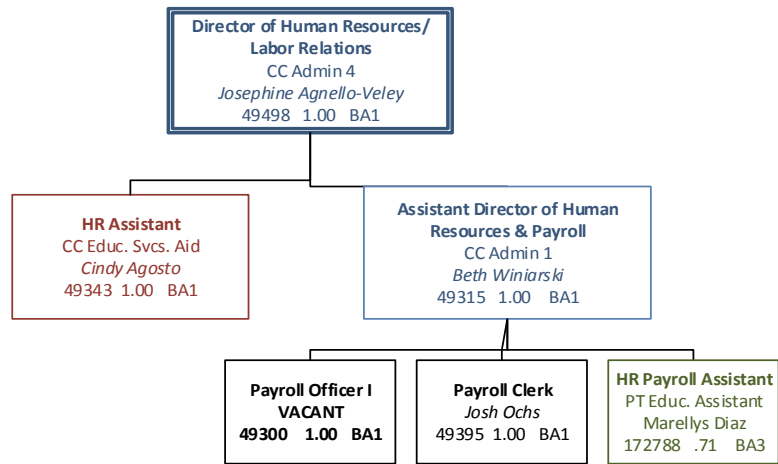
Table of Organization – PRESIDENT



- ☐ Management
- ☐ Confidential
- ☐ ACL's
- ☐ Faculty
- ☐ Classified
- ☐ Educational Assistants
- ☐ FT Lecturers/Assist Prof.

Capital Community College

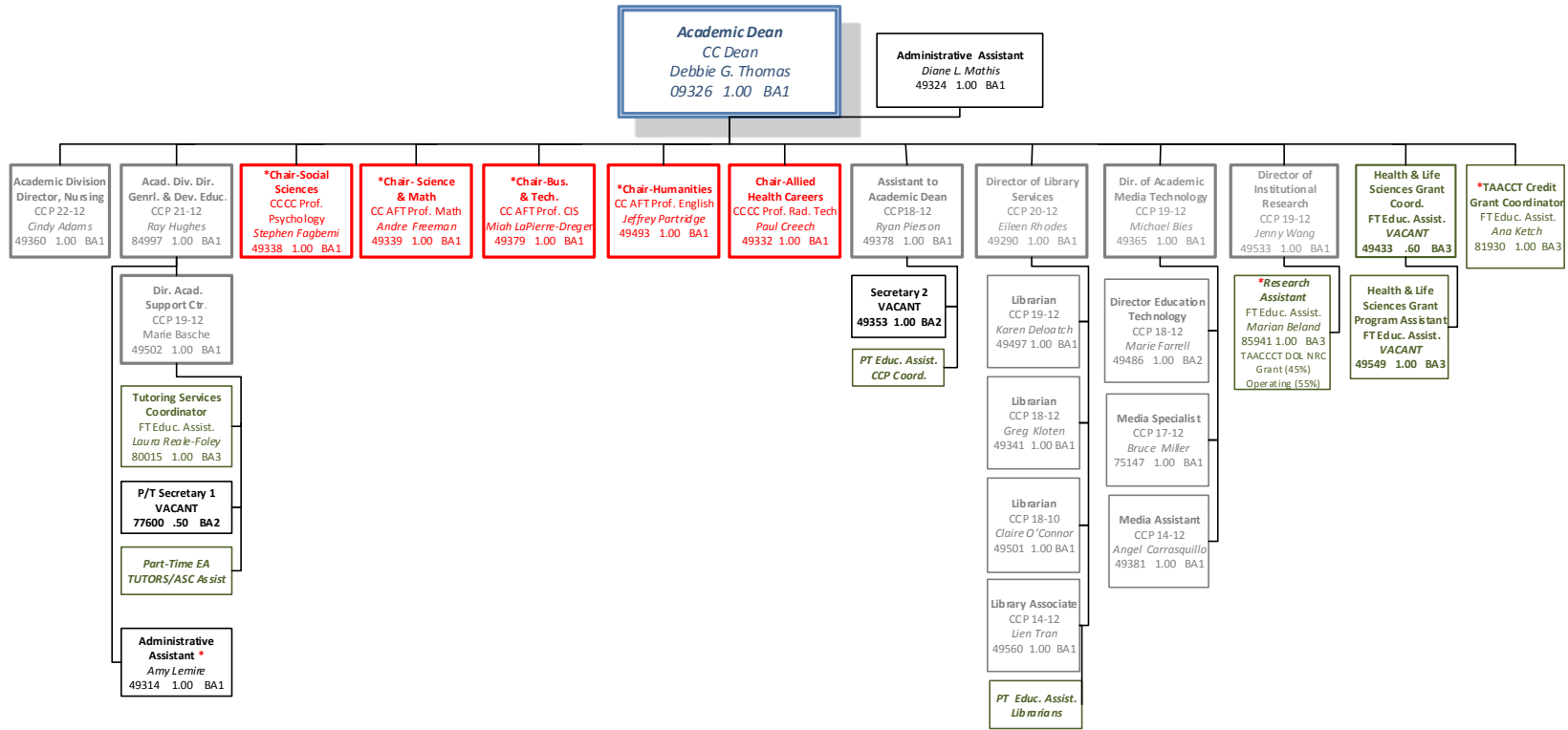
Table of Organization – Department of Human Resources/Payroll



- *Management*
- *Confidential*
- *ACL's*
- *Faculty*
- *Classified*
- *Educational Assistants*
- *FT Lecturers/Assist Prof.*

Capital Community College

Table of Organization – ACADEMIC DEAN



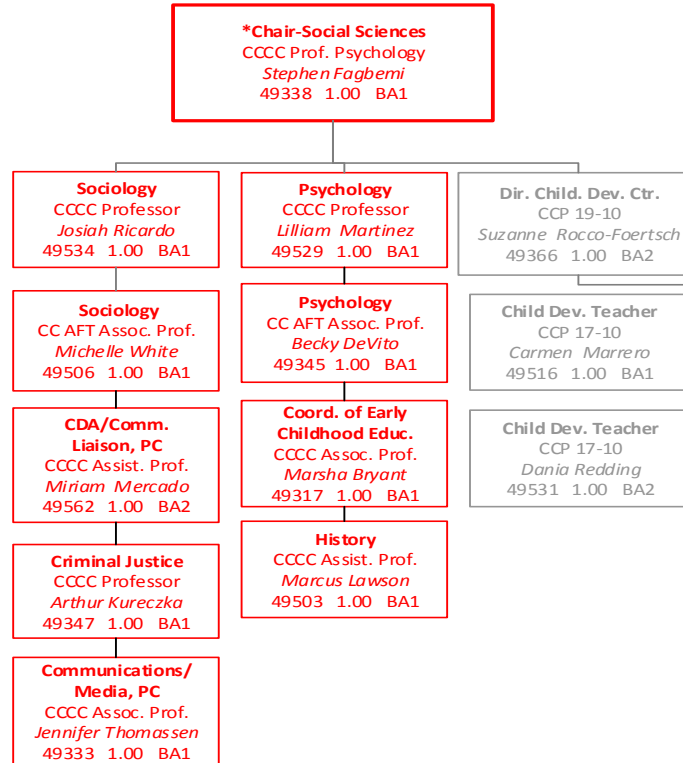
* Adm Assistant supports the faculty department chairs

* TAACCCT Credit Grant Coordinator dually reports to Academic Dean and Dean of Student Service

* Research Assistant dually reports to the Dir. of Institutional Research and the TAACCCT Credit Grant Coord.

- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

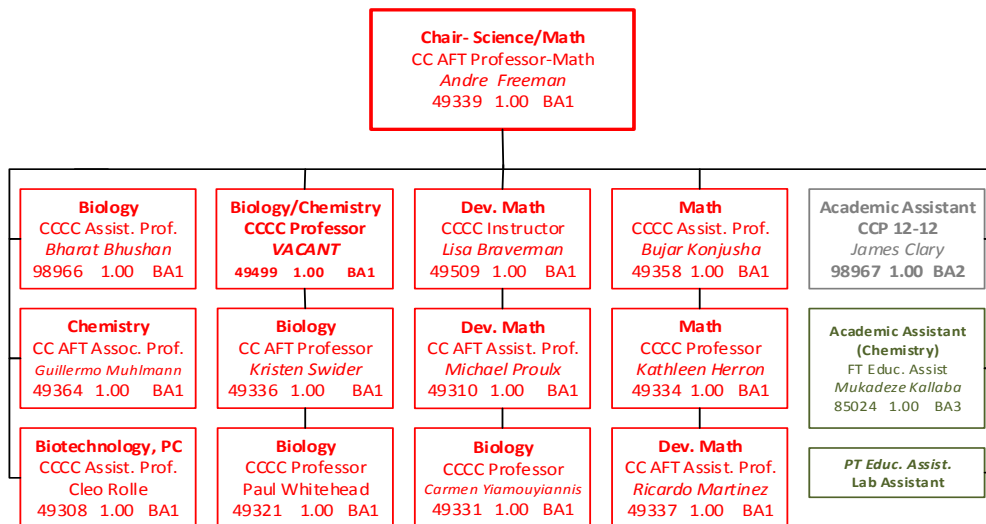
Capital Community College
Table of Organization – DEPARTMENT CHAIR, SOCIAL SCIENCES



- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

Capital Community College

Table of Organization – DEPARTMENT CHAIR, SCIENCE & MATHEMATICS

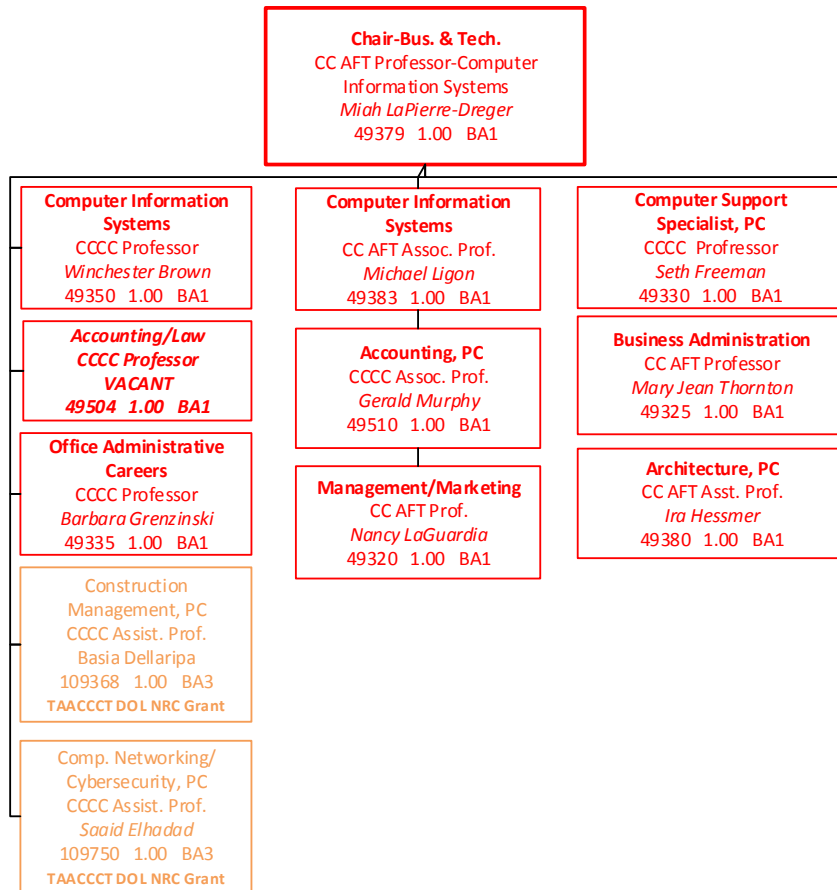


*Dept. Chair of Science & Mathematics reports to Acad. Div. Dir. Genrl & Dev. Educ. when it comes to developmental education

- Management
- Confidential
- AGL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

Capital Community College

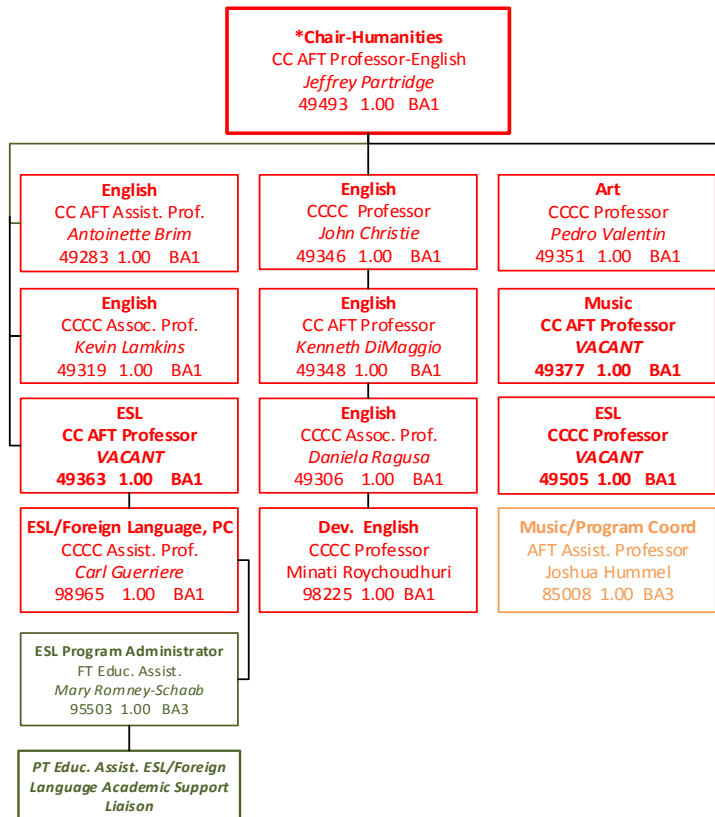
Table of Organization – DEPARTMENT CHAIR, BUSINESS & TECHNOLOGY



- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

Capital Community College

Table of Organization – DEPARTMENT CHAIR, HUMANITIES

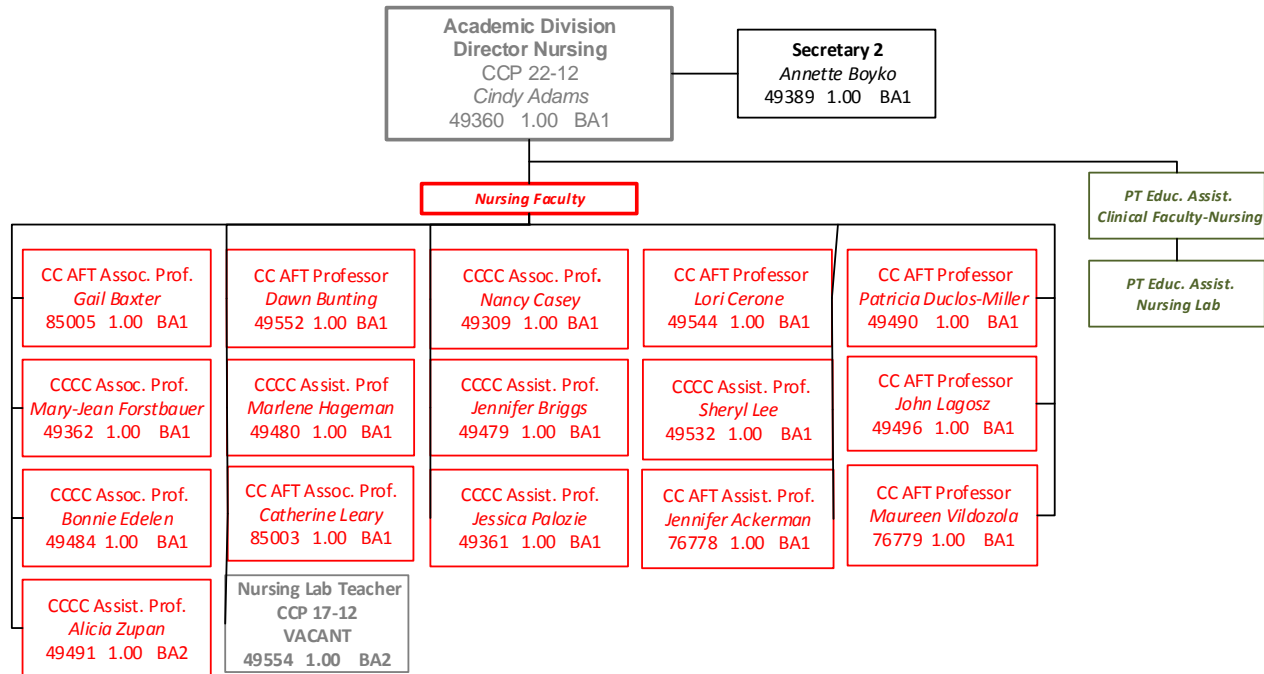


- ☐ Management
- ☐ Confidential
- ☐ ACL's
- ☐ Faculty
- ☐ Classified
- ☐ Educational Assistants
- ☐ FT Lecturers/Assist Prof.

*Dept. Chair of Science & Mathematics reports to Acad. Div. Dir. Gen'l & Dev. Educ. when it comes to developmental education

Capital Community College

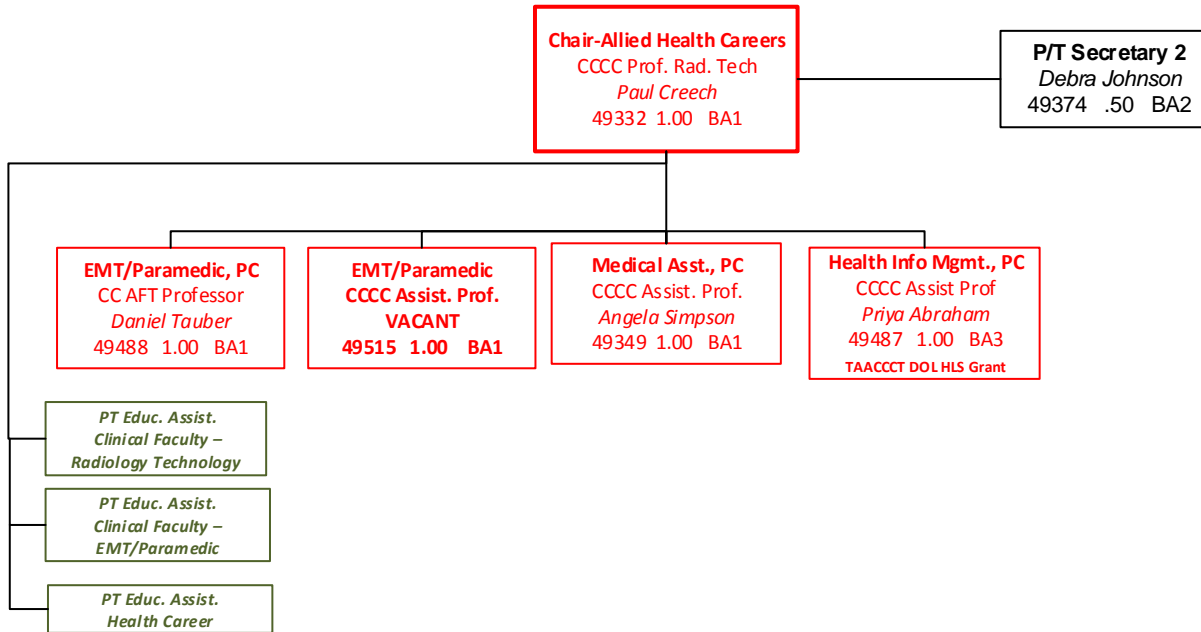
Table of Organization – DIVISION OF NURSING



- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

Capital Community College

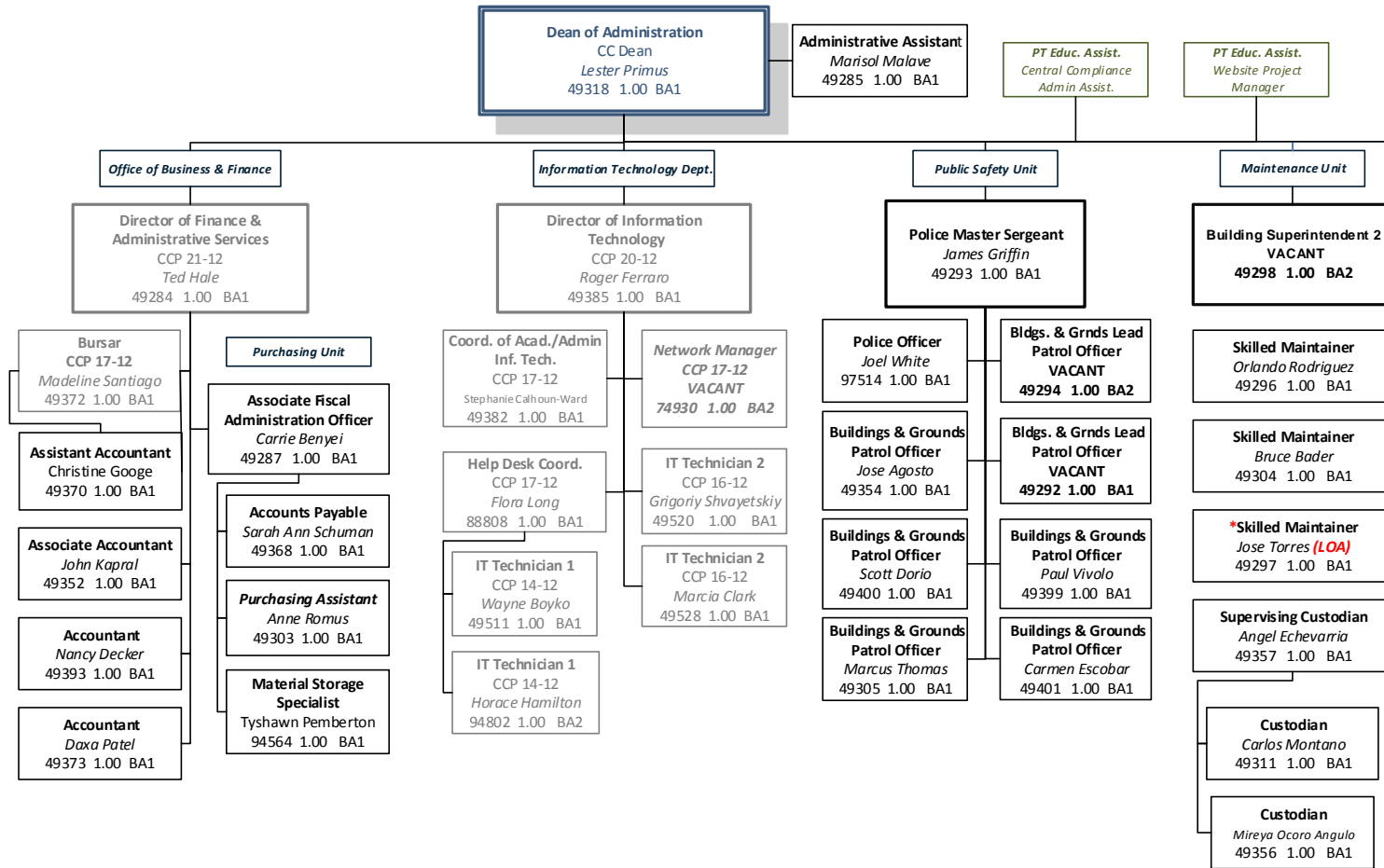
Table of Organization – DEPARTMENT CHAIR, ALLIED HEALTH CAREERS



- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

Capital Community College

Table of Organization - ADMINISTRATION DIVISION

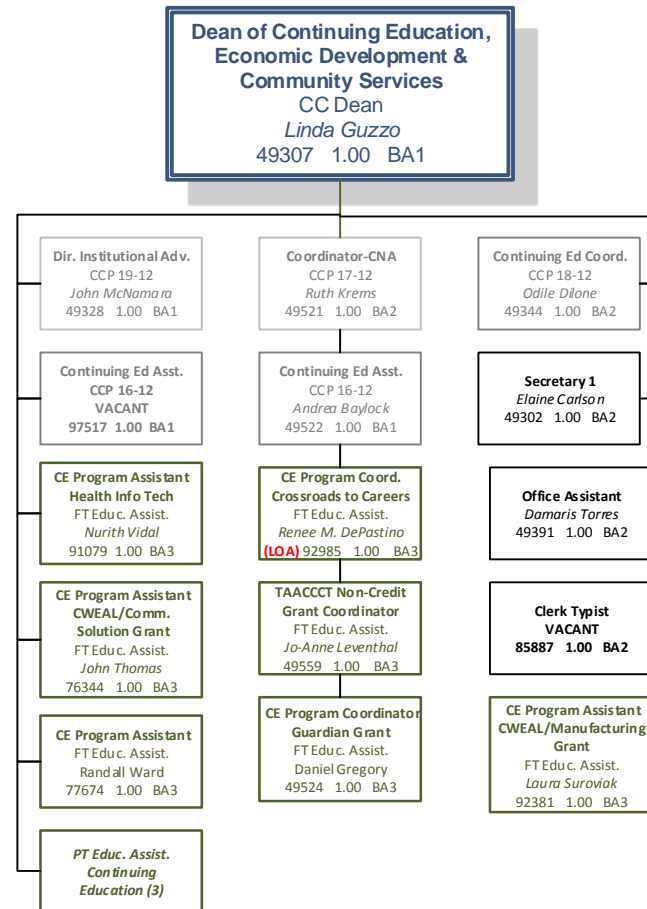


- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

* Leave of absence pending disability retirement

Capital Community College

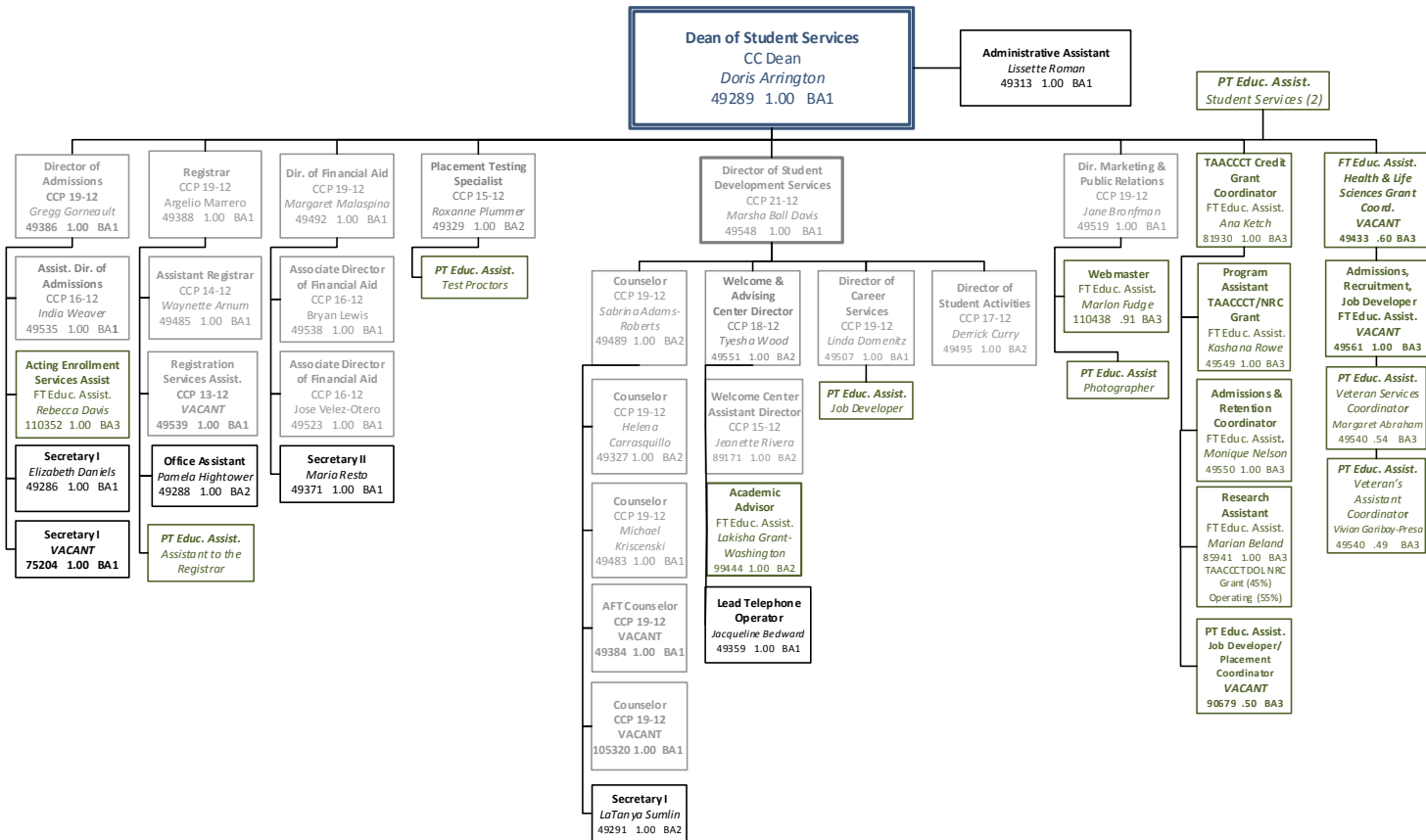
Table of Organization – CONTINUING EDUCATION DIVISION



- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist Prof.

Capital Community College

Table of Organization – STUDENT SERVICES



- Management
- Confidential
- ACL's
- Faculty
- Classified
- Educational Assistants
- FT Lecturers/Assist. Prof.

Introduction

The process of researching and writing the Capital Community College self-study involved careful planning, wide participation, a bottom-up approach, multiple reviews, and frequent feedback loops throughout the College community. In October of 2013, President Nieves nominated two self-study co-chairs to lead the self-study process: Professor Stephen Fagbemi and Professor Paul Creech. The co-chairs developed a plan that would include a steering committee, a task force for each standard, and a timeline of actions. The Self-Study Steering Committee comprised the co-chairs, the task force chairs, Professor Jeffrey Partridge as editor-in-chief, Ms. Jenny Wang as institutional researcher, and the College deans who served as ex officio members. By the spring of 2015, the Steering Committee and standard co-chairs began the process of outlining their “first drafts. The initial “NEASC Self-Study First Organizational Meeting” occurred on March 17, 2014. The process has included numerous organizational meetings and consultations with individual standard co-chairs, attendance at NEASC conferences, and a meeting with Dr. Carol Anderson. The members of the entire NEASC task force appreciate the opportunity to be intimately involved in the accreditation process.

In the spring of 2014, the task forces gathered information for reports on their standards, using various methods of engaging broad participation, including surveys and focus groups. The task forces submitted the “First Rough Draft” on November 3, 2014. The co-chairs and editor-in-chief reviewed the reports and met with each task force chair to provide feedback. These drafts were continually updated and modified until a “Fourth Draft” was produced on December 3, 2015. Information regarding the self-study was presented at an all-college meeting, where participants were encouraged to actively participate in the process and provide suggestions. Based on notes from these discussions and responses from the administration, the task forces produced final drafts of their reports.

The editor-in-chief, with support from the co-chairs, compiled the separate task force reports into a unified document, which was forwarded to management. The final document was provided to all faculty and staff one last time on August 26, 2016, prior to being sent to the visiting team.

This inclusive and interactive mode of operation gave the College an opportunity to act on a number of identified concerns while the self-study was in progress. For example, concerns were addressed in Standard Nine: Integrity, regarding the issue of grades. Although the data suggests that this issue is not wide spread, the college implemented a “Standing Appeals Committee” to address any concerns in the future. This resolution was readily accepted by the CCC community. The College’s new Strategic Plan is helping to alleviate fluctuations in the budget and in leadership positions at the BOR in recent years.

The faculty and staff at Capital Community College appreciate the fact that they have had the majority input and impact throughout this self-study process. The self-study report was completed in August 2016 and is available on the College website. The public will be notified of the upcoming evaluation and will accept comments through the period of the visit.

Institutional Overview

Capital Community College, one of twelve community colleges in Connecticut, is a public, open-door institution that serves the educational needs of people in the Hartford area. Given that Hartford is the capital of Connecticut, this provides opportunities for involvement in a dynamic capital city with all of its resources, while at the same time providing opportunities to some of the poorest and most underserved people in Connecticut.

Capital Community College has one of New England's most diverse student populations. With an enrollment of approximately 3,503 students, more than 40 nations are represented; 36% are African-American, 27% are Latino, 20% are Caucasian, 5% are Asian-American; 70% are female; and 76% are part-time. Among new students in the 2015 Fall Semester, 79% relied on financial aid.

Since the last NEASC review in 2006, the College is now under the supervision and authority of the Connecticut Board of Regents for Higher Education (BOR). The State of Connecticut consolidated the governance of its twelve community colleges, four state universities, and Charter Oak State College under the single BOR effective July 1, 2011. The BOR retains the powers and responsibilities of the respective former Boards of Trustees and the Board for State Academic Award and may act as such when necessary; it also retains many responsibilities for setting state-wide policy of the former Board of Governors for Higher Education including approval of academic program.

The faculty, staff, and management engaged in preparing this report believe that the self-study process has enhanced the College's ability to look at itself objectively, see problems, and attempt to resolve them through cooperative planning and action. The process has confirmed that faculty, staff, and management have been resilient in their responses to continued changes in the BOR budget and BOR leadership and have sustained a community dedication to the needs of students. The college remains committed and vigilant in providing students the opportunity to realize their potential, to fulfill their desire to learn, and to pursue higher education.

The College's responsiveness to budgetary pressures has been demonstrated by leadership, regional/national recognition, and grant opportunities in various areas, including grants from the CT Department of Education, the Federal Department of Labor, the State Department of Social Services, the Newman Foundation, NASA, the National Endowment for the Humanities, as well as numerous other private grant and scholarship sources.

A culture of assessment is evident at Capital, prompted partly by the increased emphasis on data-based evaluation and planning coming from accreditation agencies and funding sources. The College continues diligence in assessment through its Title III Grant, the Achieving the Dream grant, as well as the newly established Assessment Team.

Although the downtown location – with free parking in a parking garage, easily accessed bus routes (a bus stop is available at the front door of the college), and two major highways that intersect the city – provides easy access to the college, the co-ownership of the college facility with a private developer continues to increase expenses to Capital that are not borne by other

free-standing institutions. These expenses put further strain on the level of funding available for students and academic programs. In addition, the requirements for historical preservation of the building impose certain limits on its use, along with additional expenses.

College governance continues to play a strong role. Each governing committee meets monthly with the College Senate. While members of management are not members or direct contributors to the governance process, they are frequently in attendance and provide suggestions and insights to issues being addressed at meetings. This allows monthly opportunities for transparency and communication between management and members of the faculty and staff.

A recurrent theme brought out in the self-study is that faculty and staff are struggling to solve a widening array of increasingly complex problems with inadequate resources. CCC students continue to face a multitude of challenges, both inside and outside of school, as they labor to study, attend class, earn a living, and care for family members. Higher-than-average attrition rates continue despite the College's repeated and ongoing efforts to find effective solutions. The college is implementing a mandatory faculty academic advising model to help address attrition rates. The Learning Assistance Center and tutor-embedded courses are providing academic opportunities in an effort to see students succeed.

NEASC Self-Study Task Force

Co-Chairs:

Stephen Fagbemi, Department Chair and Professor, Social and Behavioral Sciences
Paul Creech, Department Chair and Professor, Health Careers and Public Safety, Program
Coordinator, Radiology

Editor in Chief

Jeffrey Partridge, Department Chair and Professor, Humanities

Standard One: Mission and Purposes

Co-Chairs:

Marie Basche, Director, Academic Success Center
Jennifer Thomassen, Assistant Professor & Program Coordinator, Communication

Other members:

Marsha Ball-Davis, Director, Student Service
Lisa Braverman, Instructor, Science and Mathematics

Standard Two: Planning and Evaluation

Co-Chairs:

Seth Freeman, Assistant Professor and Program Coordinator, Computer Information Systems
Gerald Murphy, Assistant Professor and Program Coordinator, Accounting

Other members:

LaKisha Grant-Washington, Academic Advisor
*Cleo Rolle, Assistant Professor and Coordinator of Biotechnology, Science and Mathematics **

Standard Three: Organization and Governance

Chair:

Mary Jean Thornton, Professor and Program Coordinator, Management and Insurance &
Financial Services

Other members:

Derrick Curry- Director of Student Activities
Nancy LaGuardia-Professor, Marketing and Management
Jeanette Rivera-Assistant Director of the Welcome Center

Standard Four: The Academic Program

Co-Chairs:

Becky DeVito, Assistant Professor, Psychology
Arthur Kureczka, Professor, Criminal Justice

Other members:

John Lagosz, Assistant Professor, Nursing
Marie Rose-Farrell, Director of Educational Technology
Angela Simpson, Assistant Professor and Program Coordinator, Medical Assisting
Warren Towler, Adjunct Faculty, Social and Behavioral Sciences
Tyesha Wood, Welcome Center and Advising Center Director

Standard Five: Students

Co-Chairs:

Margaret Malaspina, Director of Financial Aid Services

Argelio Marrero, Registrar

Other members:

Femi Bogle-Assegai, Adjunct Faculty, Humanities

Helena Carrasquillo, Counselor

Kenneth DiMaggio, Professor, English

Richard Stillson, Adjunct Faculty, Social and Behavioral Sciences

*Gregg Gorneault, Director of Admissions **

Standard Six: Teaching, Learning, and Scholarship

Co-Chairs:

Miah LaPierre-Dreger, Department Chair and Professor, Business and Technology

Bharat Bhushan, Assistant Professor, Biology

Other members:

Waynette Arnum, Assistant Registrar

Dawn Bunting, Professor, Nursing

Kathleen Herron-Professor, Science and Mathematics

Ruth Krems-Coordinator, Nurse Aide Certification

Catherine Schackner, Professor, English as a Second Language Program (Retired)

Rosemary Tyrrell, Adjunct Faculty, Science & Mathematics

Standard Seven: Institutional Resources

Co-Chairs:

Eileen Rhodes, Director of Library Services

Flora Long, Coordinator, Information Technology Help Desk

Michael Bies, Director of Media Technology

Winchester Brown, Professor, Computer Information Systems

Ted Hale, Director of Finance and Administrative Services

Jose Velez-Otero, Associate Director of Financial Aid Services

Other members:

Vangella Buchanan, Adjunct Faculty, Humanities

Mary-Joan Forstbauer, Assistant Professor, Nursing

Marilyn Goodman, Registration Services Assistant (Retired)

Barbara Grenzinski-Winalski, Professor, Business Office Technology

Peggy Schuyler, Professor, English as a Second Language Program (Retired)

Stephanie Calhoun-Ward, Coordinator of Academic/Administrative Information Technology

Saa'id Elhadad, Assistant Professor & Program Coordinator, Computer Networking & Cyber Security

Daniel Tauber, Associate Professor and Program Coordinator, Emergency Medical Services/Paramedic

Patricia DuClos-Miller, Professor, Nursing

Sharif Erik-Soussi, Adjunct Faculty, Business and Technology

Standard Eight: Educational Effectiveness

Co-Chairs:

Gregg Gorneault, Director of Admissions *

Cleo Rolle, Assistant Professor and Coordinator of Biotechnology, Science and Mathematics *

Other members:

Becky DeVito, Assistant Professor, Psychology

Seth Freeman, Assistant Professor and Program Coordinator, Computer Information Systems

Stephen Fagbemi, Department Chair and Professor, Social and Behavioral Sciences

Standard Nine: Integrity, Transparency, and Public Disclosure

Co-Chairs:

Sabrina Adams-Roberts, Counselor

Marsha Guillory Bryant, Associate Professor & Program Coordinator, Early Childhood Education

Jane Bronfman, Director of Public Relations

Bryan Lewis, Associate Director of Financial Aid Services

Other members:

Janet Frost-Naleski, Professor, Science and Mathematics (Retired)

Omoniton Koudoro, Adjunct Faculty, Health Careers and Public Safety

Cathy Leary, Associate Professor, Nursing

Carmen Yiamouyiannis, Professor, Science and Mathematics

Isalena Gilzene, Adjunct Faculty, Early Childhood Education

Karlene Ball, English as a Second Language Program Administrator

Paul Whitehead, Professor, Science and Mathematics

Ex-Officio Members of the NEASC Task Force

Doris Arrington, Dean of Student Services

Linda Guzzo, Dean of School of Workforce & Continuing Education

Lester Primus, Dean of Administration

Debbie Thomas, Dean of Academic Affairs

Institutional Data Coordinator

Jenny Wang, Director of Institutional Research

STANDARD ONE: MISSION AND PURPOSES

DESCRIPTION

Capital Community College (CCC) provides affordable, accessible, and rigorous education programs to enable students to successfully meet their personal, academic, and career goals. CCC serves a diverse community that relies on its programs and services for career advancement and lifelong learning. More than forty countries are represented by the students attending this institution located in the vibrant Capital city of Hartford, Connecticut.

Capital Community College's Mission Statement

The Mission of Capital Community College is to provide access to higher education to the diverse residents of the greater Hartford region. The College, an integral part of Hartford's cultural and economic district, does this by:

- Preparing individuals for transfer education and careers through associate and certificate programs in academic and technical disciplines and workforce training;
- Maintaining programs and support services that enable students to develop academic and professional skills that equip them for ongoing challenges and opportunities;
- Fostering a student-centered environment committed to learning and teaching, the collegial process, cultural enrichment, and the respectful and vigorous dialogue which nourishes active participation and service to the community.

Capital's Vision Statement

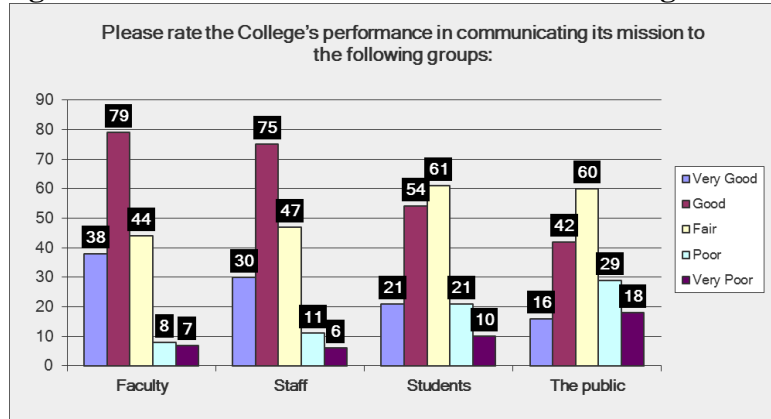
Instill life-changing knowledge in a community of learners from multicultural backgrounds in a vital urban setting where business, culture and government converge.

The College publishes the mission statement in each course catalog and on the College website at <http://www.capitalcc.edu/mission.htm>. Framed displays of the mission statement appear on each floor of the campus.

APPRAISAL

In preparation for this report, the College conducted a survey of all faculty and staff to elicit opinions on a variety of issues related to the self-study standards. The 2015 NEASC Self-Study Survey will be referenced throughout this document. According to this survey, 85.5% of respondents report having either a "Very Good" or "Good" understanding of the College's mission (Fig. 1.1). A majority of respondents also believe that the College does a "Very Good" or "Good" job of communicating its mission to faculty and staff.

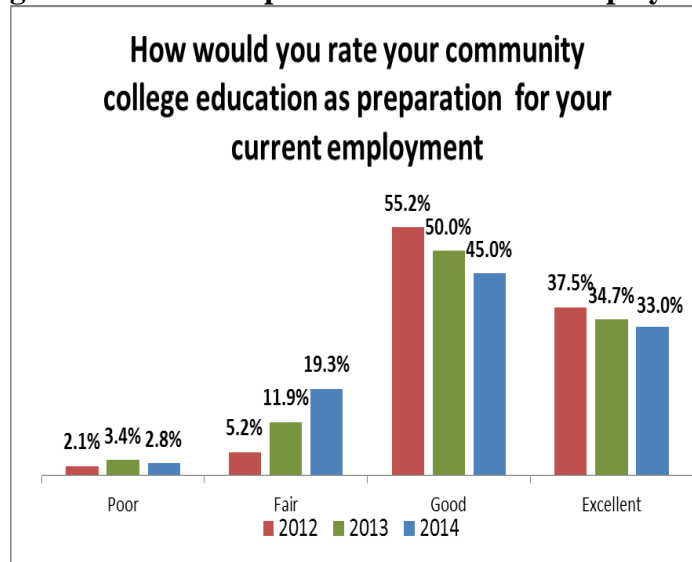
Figure 1.1: CCC Performance in Communicating Mission



In addition, 67% of respondents believe that the College does either a “Good” or “Very Good” job of providing programs and activities which fulfill its mission. Results indicate that more work needs to be done to communicate its mission to students, area high schools, area businesses, and the community.

Regarding the College’s mission to prepare students for academic and professional challenges, annual surveys of graduates indicate that a majority of students consistently rate their preparation for employment as either “Good” or “Excellent” (Fig. 1.2).

Figure 1.2: CCC Preparation for Current Employment



Additionally, according to the U.S. Department of Education’s “College Scorecard,” Capital Community College ranks among the top 45 two-year public colleges across the U.S. at which graduates’ earnings exceed those of the typical two-year college (<http://blog.ed.gov/2015/09/colleges-where-students-earn-high-salaries/>).

To fulfill its mission, the College participates in various national initiatives to support open access to education and high academic achievement. CCC is recognized as an Achieving the Dream Leader College for its outstanding efforts to support under-represented populations in their successful completion of developmental instruction and advancement to credit-bearing courses. For the third year in a row, CCC is among a select number of colleges and universities nationwide to receive the Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine—a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. Additionally, Victory Media’s national resources for military personnel transitioning into civilian life has named CCC to its *Military Friendly Schools*® list. The list honors the top 15 percent of schools in the country that embrace America's military service members and ensure their success on campus. An active Veterans Club on campus provides supports and in 2015 the College expanded efforts by creating a Veterans Oasis Center.

The College responds to the academic needs of non-native English speakers in the student population by delivering comprehensive English as a Second Language programs comprised of a five-level curriculum in speaking, listening, reading, and writing skills. Students typically transition from ESL instruction to taking courses toward their associate’s degree or short-term certificate programs after two semesters. In spring 2014, the College created the Center for Language and Culture. The Center serves as an umbrella for the College’s language instruction and cultural programming.

The College engages in new initiatives to support the mission of providing career-ready programs that are responsive to changing employment conditions in the state. There are new degree/certificate programs in areas such as Health Information Management, Biotechnology, Networking and Cyber Security, and CIS: Mobile Application Developer. Nine previously-existing programs have also been revised to allow students to transfer credits from previous classes, to receive credit for life experience, or use credits earned at CCC to move ahead in a Bachelor’s degree program. Support for some new academic programming was obtained through the federal **TAACCCT Resiliency Grant**, which provides support for specialized degree programs or certificate programs to allow students to accelerate entry into their desired field.

One factor influencing CCC’s strategic planning is the climate resulting from statewide legislation in higher education. Connecticut State Statute PA-12-40 states, “...*if a public institution of higher education determines....that a student is below the skill level required for success in college level work, the institution shall offer such student the opportunity to participate in a college readiness program before the start of the next semester.*” This mandate has significantly impacted the College’s strategies related to its mission of providing “access to higher education to the diverse residents of the Greater Hartford Region.” The legislation stipulates that students who take the placement test but do not qualify for credit-level courses may enroll in only one semester of developmental coursework, provided that they meet a minimum cutoff score on the placement test. In response to this mandate, the College established the “Center for Academic Transitions (CAT).” CAT prepares prospective students for successful entry into developmental math and English courses and offers support for students who wish to accelerate their pace through these courses. CCC now relies on multiple assessments with both cognitive and non-cognitive measures to determine students’ competencies in English and math

and has implemented innovative English and math courses with embedded tutorial support designed to accelerate students toward earning college credit within one year. Recently, the School of Workforce and Continuing Education launched Links to College and Career Success in order to provide assistance for students who were unable to achieve the necessary skill sets to enroll in any math and/or English courses. College readiness programs such as *CAT* and *Links* are funded by a grant from the State of Connecticut; however, the funding for these programs terminates at the end of the 2015-2016 academic year.

The Board of Regents created the PA 12-40 Advisory Committee, which meets quarterly and advises the two system vice-presidents on matters concerning the implementation of the law. The Advisory Committee is a representative body comprised of a cross section of the system including a college president, Provosts, Deans, faculty, work force partners and adult educators who work to ensure the implementation of PA 12-40. This group has overseen the transition from the two-tier developmental model into the one-year model that is being piloted on the twelve community college campuses today. The developmental courses have an embedded BANNER identifier so that the BOR can perform a statistical analysis on the success rates and perform longitudinal studies. This data is used by the BOR vice-president in the annual report that is presented to the legislature.

The College works to improve academic support for students. For example, tutors are embedded in most developmental English and math courses to provide support both inside and outside the classroom. This has resulted in enhanced collaboration between tutors and instructors and the implementation of best practices for student-centered learning and academic support.

Student Government and Student Activities offer many options to students who wish to contribute to College activities and engage in service to the community. The Welcome and Advising Center has enhanced its efforts to create a more inviting campus environment for incoming students with events such as “Welcome Week,” “What’s Your Major Fair,” and a “Getting to Know Your College Leader” panel. Several organizations on campus focus on scholarship, leadership, and fellowship by recognizing and celebrating high-achieving students with the goal of supporting their growth as emerging leaders. The College’s chapter of the National Society for Leadership & Success participates in a formal leadership training program and works with mentors to develop personal mission statements and goals. Students in Phi Theta Kappa National Honor Society engage in community service projects and organize seminars on campus each semester on topics related to career, transfer, and professional development. The robust activity of these clubs has led to the awarding of thousands of scholarship and leadership grant dollars per year from the national chapters and transfer institutions. The Student Senate facilitates programs representing needs and interests of the student body, including Student Convocation. The President’s Council of Student Activities, comprised of student leaders from all student clubs on campus, convenes monthly.

An assortment of initiatives have developed as faculty and staff seek to further engage with the community. The Diversity and Inclusion Committee, comprised of faculty, staff, and student representatives creates programming to promote tolerance and understanding on campus. Annual conferences, cultural celebrations, and seminars on topics such as gender issues, domestic violence, and economic equity are included. Hispanic Heritage, Women’s history and Black History Month are observed college-wide each year.

The community engages with CCC through various art, music, and theatre programs and exhibitions. The Concerts@Capital music concert series presents music performances of various genres each year. These events stimulate direct engagement with music artists. Monthly art exhibitions that are displayed in Capital's first floor art gallery provide the College community with an opportunity to view local and international artistic talent. As part of the Hartford Heritage Project (HHP), faculty members have formed course partnerships with area institutions to develop place-based methods in their courses. To date, over 15 courses (some with multiple sections) engage in Hartford culture in significant ways.

The HHP One Play program is a partnership with Hartford Stage that gives the entire College community the opportunity to come together around one play each semester. Meet the Actors forums are open to the public and are well attended by students and staff. CCC's efforts to build citywide ties among students, its immediate downtown neighborhood, and local cultural and arts organizations are also supported by TheaterWorks, which provides free and reduced admission to plays. TheatreWorks has donated full-house seating to support the College's fundraising efforts to match HHP's National Endowment for the Humanities Challenge Grant. In AY 2015-16, a total of 992 discounted CCC tickets sold for these two theaters, and a spring 2016 survey found that 57% of student respondents reported that this was their first experience with live theater.

In AY 2015-16, a grand total of 2,078 members of CCC visited Hartford museums and theaters in courses as diverse as English, accounting, nursing, art, ESL, history, Spanish, and architecture. Due to the commitment of faculty and staff to the aims of the HHP, students are becoming more aware of the cultural life of Hartford and many have reported gaining a greater appreciation of this community. Testimonies and information on HHP are available at ([Exhibit 1.1](#)).

CCC offers formal support to incoming and continuing students and also provides guidance to those approaching graduation. Students receive support in preparing for employment and transfer in the Career Planning and Development Center and the Welcome and Advising Center where individualized attention is offered. CCC sponsors annual transfer fairs, which typically draw representatives from over thirty colleges and universities. The College also supports its mission of preparing students for transfer to four-year colleges and universities with a dedicated transfer counselor, who is well versed on the transfer articulation agreements.

PROJECTION

In response to the finding in the 2015 NEASC Self-Study Survey that only 67% of respondents believe that the College does either a "Good" or "Very Good" job of providing programs and activities which fulfill its mission, the College's next Strategic Plan will further focus on this issue and explore new ways by which the College can fulfill its mission with clearly defined benchmarks.

CCC's newest strategic plan emphasizes development of increased data collection and tracking mechanisms to better inform efforts to retain and graduate students. Results of new programs and

initiatives will be analyzed by leadership teams in order to ensure continual improvement and effectiveness.

The College will continue to develop stronger partnerships with area educational institutions as measured by the increased delivery of targeted skill-building programs for college readiness, recruitment events, and articulation agreements. The College will further develop ties with community institutions and area employers through themed courses in place-based learning, internships, and service-learning opportunities.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	CCC\Mission Statement.pdf	March 2006

Mission Statement published	Website location	Print Publication
1. College Catalog	http://www.ccc.commnet.edu/docs/CCC-Catalog-2016-2017.pdf	Catalog
2. Mission Statement framed display	n/a	On display, floors 2-11

Related statements	Website location	Print Publication
1. Vision Statement	CCC\Mission Statement.pdf	Catalog
2. Vision Statement framed display	n/a	On display, floors 2-11

Please enter any explanatory notes in the box below

STANDARD TWO: PLANNING AND EVALUATION

DESCRIPTION

Capital Community College performs planning and evaluation activities consistent with guidelines set out by the Connecticut State Colleges and Universities (CSCU) and New England Association of Schools and Colleges (NEASC). Planning and evaluation activities occur within all four divisions (Academic Affairs, Administration, the School of Workforce and Continuing Education, and Student Services), involving a wide variety of clerical, professional and managerial personnel. These activities are used to determine the progress of each division in achieving the College mission and completing strategic goals.

Planning

Since Capital's Fifth-Year Interim Accreditation Report in 2011, the College has been active in strategic planning activities. In fall 2011, Capital's Planning and Review Committee pursued a new strategy to create the new strategic plan. This method required all departments across the College to identify and submit departmental goals, strategies/actions to achieve the goals, and assessment measures to evaluate strengths and weaknesses. The departmental goals were compiled into divisional objectives that align with the system-wide strategic plan created by the CSCU Board of Regents.

The rationale for departmental involvement was to increase the sense of "ownership" in the process of setting performance objectives and outcomes that meet the unique needs of the College. Between spring 2012 and spring 2013, the entire College was actively engaged in the process of creating performance objectives and outcomes at the departmental and divisional levels. In spring 2013, these plans were used to create a 'working document' in development of the College's Strategic Plan ([Exhibit 2.1](#)). From spring 2013 to fall 2014, the document was refined and finally adopted for implementation in spring 2015.

Within the Academic Affairs Division, departmental and programmatic planning and evaluation occur within each academic degree program. Program Coordinators of academic degree programs are responsible for performing planning activities for their assigned programs. Programmatic planning is directly related to the program review process that is guided and mandated by the CSCU BOR. This process entails prioritizing activities for each academic year to improve programmatic success metrics like course completion, retention, enrollment, graduation rates, and internship and job placements.

The Student Services Division implements a learning outcomes and assessment model ([Exhibit 2.2](#)) in which each department within the division develops goals related to the following key areas: Knowledge Acquisition, Integration, and Application; Interpersonal and Intrapersonal Competence; Persistence and Academic Achievement; and Cognitive Complexity. Departments have developed strategies related to each goal and identified appropriate assessments.

Evaluation

The College evaluates the effectiveness of academic programs and services by collecting both qualitative and quantitative data from community partners, faculty, staff, and students. Data are collected for the evaluation of teaching and learning practices, the Strategic Plan ([Exhibit 2.1](#)), and College community satisfaction (as measured by the Community College Survey of Student Engagement [CCSSE] ([Exhibit 2.3](#)), the Community College Faculty Survey of Student Engagement [CFSSE] ([Exhibit 2.4](#)) and the annual Graduate Survey). The director of Institutional Research is the primary keeper of institutional data and is responsible for calculating and reporting student success metrics, including but not limited to program enrollment and graduation, transfer rates, retention rates, student demographics, and performance of student success initiatives.

Capital's Student Learning Assessment Team is responsible for measuring student progress towards the College's general education assessment outcomes. The assessment team selects outcomes each year and coordinates activities across all academic departments to document evidence of student attainment toward the outcomes selected. Between fall 2011 and fall 2015, the team assessed student progress towards the critical thinking, written communication, and quantitative reasoning general education outcomes. The team performed numerous activities, including developing competency rubrics, assisting faculty in creating/modifying course assignments to measure student progress toward competency areas, and conducting and evaluating faculty and tutor surveys ([Exhibit 2.5](#), [Exhibit 2.6](#), [Exhibit 2.7](#)). The team also led the College in adopting new general education goals per the Transfer and Articulation Policy (TAP) from the CSCU BOR ([Exhibit 2.8](#)). This process includes working with faculty to map existing curriculum to the new general education outcomes and developing new rubrics to measure student work.

Program coordinators are responsible for conducting program reviews based on a schedule determined by the BOR ([Exhibit 2.9](#)). Academic program reviews are structured reviews that measure numerous indicators of program quality and success, including program enrollment, industry participation, transfer articulations, graduation rates, and program budgets. Program coordinators also utilize program review instruments that incorporate criteria and standards from NEASC. Some degree programs also have external accrediting agencies that require periodic evaluations. Capital's Nursing, Early Childhood Education, Radiologic Technology, Medical Assisting and Paramedic degree programs each have external accreditation bodies ([Exhibit 2.10](#)).

Support departments within the Academic Affairs Division also evaluate the services they provide in support of academic programs. The Academic Success Center (ASC) performs ongoing evaluations that include comparison of student knowledge before/after tutoring sessions, student ratings of their tutoring experience, grade comparisons between students who used ASC services and those who did not, and overall utilization of tutoring services ([Exhibit 2.11](#)). To reflect on tutoring best practices and discuss their progress, tutors participate in a self-evaluation process ([Exhibit 2.12](#)). ASC Tutors also participate in Tutor Surveys conducted by the Student Learning Assessment Team as part of general education assessment activities. Faculty, tutors, and students participate in a survey to evaluate the effectiveness of the embedded tutoring model for development English and math courses. The Academic Media Technology (AMT)

department also has conducted surveys to measure faculty satisfaction with classroom instructional technology and services provided by AMT ([Exhibit 2.13a](#), [2.13b](#))

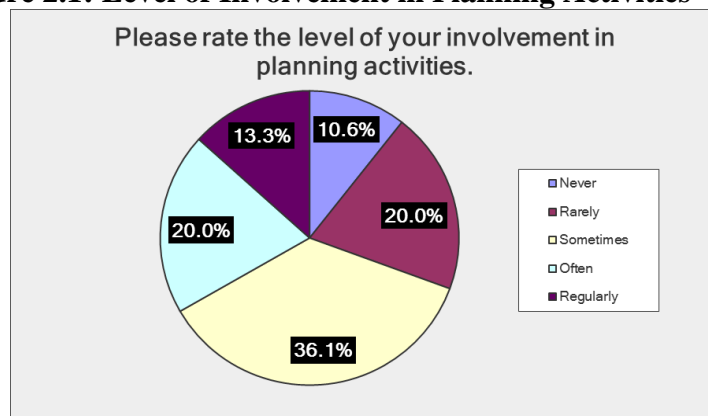
Within the Student Services Division, the learning objectives and outcomes are reviewed on a semi-annual basis. Student progression and attainment of the learning outcomes is measured at least twice per year. In areas where student achievement of the learning objective is low, the strategies are reviewed to determine what should be modified for the upcoming academic semester. On a yearly basis, the overall divisional plan is reviewed to identify what areas (if any) need to be refined, retired, or added. On a bi-annual basis the plan of the Student Services Division is reviewed and revised to ensure compliance with the College's strategic plan and changes in educational climate.

APPRAISAL

Capital has many faculty and staff across all administrative divisions who consistently and diligently perform planning activities. There have been points in time, however, where these planning efforts were not well coordinated or integrated into a global, college-wide plan. This was primarily due to an extended period where the College did not have a completed, published, and communicated strategic plan. The strategic plan was not in place due to numerous factors, some of which were outside of the College's control, such as the governance transition to the CSCU BOR, as explained in Standard Three.

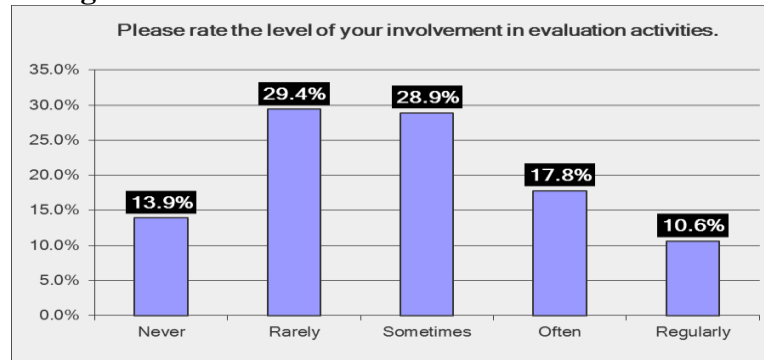
In the recent 2015 NEASC Self Study Survey, faculty and staff rated their level of involvement with planning and evaluation activities. The following chart shows 33.3% of respondents identified their frequency of involvement in planning activities as "Often" or "Regularly" (Fig. 2.1).

Figure 2.1: Level of Involvement in Planning Activities



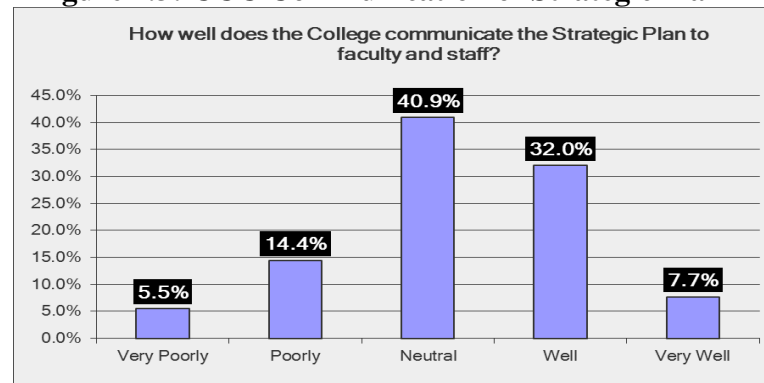
The following chart shows 28.43% of respondents identified their frequency of involvement in evaluation activities as "Often" or "Regularly" (Fig. 2.2).

Figure 2.2: Level of Involvement in Evaluation



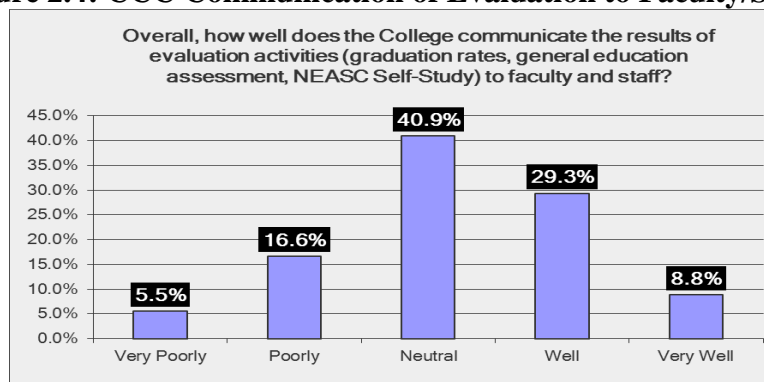
In the 2015 NEASC Self Study Survey, faculty and staff also rated how well the College communicates the Strategic Plan and communicates the results of evaluation activities. 39.7% of survey respondents believe the College does "Well" or "Very Well" in communicating the Strategic Plan to faculty and staff (Fig. 2.3).

Figure 2.3: CCC Communication of Strategic Plan



In addition, 38.1% of survey respondents believe the College does "Well" or "Very Well" in communicating the results of evaluation activities (Fig. 2.4).

Figure 2.4: CCC Communication of Evaluation to Faculty/Staff



Comments from the 2015 NEASC Self Study Survey suggested that although wide-ranging and robust evaluation activities (such as the Learning Outcomes Assessment, Community College

Survey of Student Engagement, and the Capital Community College 2014 Graduate Survey) are undertaken by numerous groups across the institution, the results of the evaluations are not communicated in an effective manner. Comments suggest evaluation results need to be more transparent, presented in a more understandable and comprehensive manner, and communicated more regularly to both full-time and part-time staff. Comments additionally suggest evaluation results must be better shared across administrative divisions. Examples of some important performance indicators are transfer and job placement rates, which are not regularly obtained or communicated.

Areas where the College is most effective in evaluation activities is in academic degree programs that require external accreditation. These programs must adhere to a rigorous evaluation as required by external accreditation agencies. Their evaluation efforts are always well-documented and encompass all important facets of program quality and effectiveness.

Evaluation efforts within the Student Services Division are ongoing, and some of the initial activities related to and in support of the Student Services Division Learning Outcomes and Assessment Model have proven effective. These strategies include Welcome Week, now called Spirit Week, which consists of numerous activities designed to engage students and increase their sense of community. Another strategy, Student Passport, was rolled out in spring 2015 and is designed to introduce and encourage students to interact with each of the different student services departments. Each department within Student Services continues to review and revise their strategies and activities to help students meet defined learning outcomes.

PROJECTION

In order to address the finding in the 2015 NEASC Self-Study Survey that shows that only 33.3% of respondents rated their level of involvement with planning and evaluation activities as “Often” or “Regularly,” CCC will involve more members of the College community in the planning and evaluation processes and better communicate planning and evaluation activities across the campus. Faculty and staff across the College are currently collecting data on measures identified in the new strategic plan that was adopted in spring 2015.

In response to the finding that only 38.1% of the respondents believe the College does “Well” or “Very Well” in communicating the results of evaluation activities, measures will be put in place to ensure that the results of data collection will be shared and communicated effectively across the campus on an annual basis.

As such, CCC will modify and update the Institutional Assessment Portfolio (IAP) to create a repository of information to share internally about evaluation activities. The IAP will contain data on measures identified in the strategic plan. The IAP will contain evaluation results from multiple divisions and include data on student success outcomes and results of general education assessment activities.

Finally, the College will ensure that data obtained from evaluation activities inform planning, decision-making, and resource allocation. This effort will be led jointly by members of the strategic planning committee and the College’s management team.

Standard 2: Planning and Evaluation

PLANNING		Year approved by governing board	Eff ective Dates	Website location
Strategic Plans		?	?	?
Immediately prior Strategic Plan			2006-2011	CCC Strategic Plan 11 16 15.pdf
Current Strategic Plan		2015	2015-2018	www.capitalcc.edu/protected/Assessment/docs/Std2/CCC Strategic Plan 2015.pdf
Next Strategic Plan				

Other institution-wide plans*		Year completed	Eff ective Dates	Website location
Master plan				
Academic plan				
Financial plan				
Technology plan				
Enrollment plan				
Development plan				www.capitalcc.edu/protected/Assessment/docs/Std2/Development Plan 2017.pdf

Plans for major units (e.g., departments, library)*

?	Library			www.capitalcc.edu/protected/Assessment/docs/Std2/Operational Plan Library 2016.pdf
	Tutoring			www.capitalcc.edu/protected/Assessment/docs/Std2/ASC Operational Plan.pdf

EVALUATI ON

Website location

Academic program review

Program review system (colleges and departments). System last updated: Program review schedule (e.g., every 5 years)

?	2016	www.capitalcc.edu/protected/Assessment/docs/Std2/CCC Program Review Schedule 2015 2021.pdf
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Sample program review reports (name of unit or program)*

Nursing A.S.
Early Child Education A.S.

www.capitalcc.edu/protected/Assessment/docs/Std2/SBEN_2015Report_July15_allcolleges_August_31_2015_allchangesLP.pdf
www.capitalcc.edu/protected/Assessment/docs/Std2/CCC_ECE_Self_Study.pdf

System to review other functions and units

Program review schedule (every X years or website location of schedule)

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Sample program review reports (name of unit or program)*

Other significant institutional studies (Name and web location)*

<i>Example: Advising: www.notrealcollege.edu/advising</i>			
Student Services Learning Outcomes and Assessment			
www.capitalcc.edu/protected/Assessment/docs/Std2/2014 Student Services Assessment Model.pdf			
2015 CCSSE Report			
www.capitalcc.edu/protected/Assessment/docs/Std2/2015 CCSSE Detail Findings Final.pdf			
2015 CCFSE Report			
www.capitalcc.edu/protected/Assessment/docs/Std2/2015 CCFSE Detail Findings Final.pdf			
Gen Ed Assessment Team Goals			
www.capitalcc.edu/protected/Assessment/docs/Std2/Assessment Team Goals 2015.pdf			
QR Tutor Survey			
www.capitalcc.edu/protected/Assessment/docs/Std2/QR Tutor Survey 2015-05-01.pdf			
QR Faculty Feedback Form			
www.capitalcc.edu/protected/Assessment/docs/Std2/QR assessment worksheet and feedback form.pdf			
TAP Policy			
www.capitalcc.edu/protected/Assessment/docs/Std2/TAP Framework and Competencies.pdf			
ConnSCU Academic			

Date
2014
2013
2015
2015
2015
2015
2013
2016

Program Review			
www.capitalcc.edu/protected/Assessment/docs/Std2/ConnSCU Academic Program Review Guidelines.pdf			
ASC Tutor Feedback and Self Evaluation			
www.capitalcc.edu/protected/Assessment/docs/Std2/ASC Tutor feedback and Self Eval Sp 16.pdf			
AMT Survey Results			
http://www.capitalcc.edu/wp-content/uploads/2016/10/Academic-Media-Technology-Classroom-Technology-Survey-2016.pdf			

2016

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

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STANDARD THREE: ORGANIZATION AND GOVERNANCE

DESCRIPTION

Capital Community College is one of 12 community colleges in the state of Connecticut. Until June 30, 2011 the College was governed under the Board of Trustees for the Connecticut community colleges. The responsibilities of the Board of Trustees were outlined in the General Statutes of Connecticut, legislative acts 10a-71 through 10a-80. Effective July 1, 2011, through Connecticut Public Act 11-48, as amended by Public Act 11-61, Capital Community College became one of the 17 Connecticut State Colleges and Universities (CSCU) governed by the Board of Regents for Higher Education in Connecticut. Within this system there are twelve community colleges, four state universities and one online college. The Board of Regents (BOR) replaced the Board of Governors for Higher Education and the Department of Higher Education. The legislation also included an Office of Financial and Academic Affairs for Higher Education. The former Board of Trustees for the Connecticut community colleges was dissolved on December 31, 2011.

BOR Governance Responsibilities and Composition

The State of Connecticut consolidated the governance of its twelve community colleges, four state universities, and Charter Oak State College under a single Board of Regents for Higher Education (BOR), effective July 1, 2011¹. The BOR retains the powers and responsibilities of the respective former Boards of Trustees and the Board for State Academic Award and may act as such when necessary²; it also retains many responsibilities for setting state-wide policy of the former Board of Governors for Higher Education³, including approval of academic program⁴.

Board Composition

The BOR consists of 21 members who are distinguished leaders of the community in Connecticut and reflect the state's geographic, racial, and ethnic diversity. Voting members are not employed by or serve as members of a board of trustees for any independent institution of higher education in Connecticut or the Board of Trustees for the University of Connecticut. Voting board members may not be employed by, or be elected officials of, any public agency during their term of membership on the Board of Regents for Higher Education. Nine members of the board are appointed by the governor. Four members of the board are appointed by the majority and minority leaders of both house of the Connecticut General Assembly. The chairperson and vice-chairperson of the student advisory committee serve as members of the board. The chairperson and vice-chairperson of the faculty advisory committee serve as ex-officio, non-voting members of the board. The commissioners of Education, Economic and Community Development, Public Health, and Labor shall serve as ex-officio, nonvoting members of the board⁵.

¹ Connecticut General Statutes (CGS) 10a-1a.

http://www.cga.ct.gov/current/pub/chap_185.htm#sec_1-a-1a

² CGS10a-71 http://www.cga.ct.gov/current/pub/chap_185b.htm#sec_10a-71

CGS 10a-88 http://www.cga.ct.gov/current/pub/chap_185b.htm#sec_10a-88, and

CGS 10a-143(d) http://www.cga.ct.gov/current/pub/chap_185b.htm#sec_10a-143.

³ CGS http://www.cga.ct.gov/current/pub/chap_185b.htm#sec_10a-6.

⁴ CGS 10a-35a https://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-35a

⁵ CGS 10a-1a. http://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-1a

Committee Structures and Responsibilities

Board bylaws, last amended on September 17, 2015⁶, prescribe a committee structure to provide for its normal operations. Standing committees of the board have been constituted in the following areas:

- Academic and Student Affairs Committee
- Audit Committee
- Executive Committee
- Finance & Infrastructure Committee
- Human Resources & Administration Committee

As allowed per board bylaws, the chair of the Board may appoint Special Committees from time to time to address subjects or issues as appropriate. Currently, one special committee of the board exists, the Special Committee on Collective Bargaining, which is charged with the responsibility of providing advice, counsel, and as-needed direction to CSCU management and negotiating team(s).

System President and Staff

A president of the Connecticut State Colleges & Universities system serves as the chief executive officer to administer, coordinate, and supervise the activities of the board in accordance with the policies established by the board. The CSCU president has responsibilities for

1. implementing the policies and directives of the board and any additional responsibilities as the board may prescribe,
2. implementing the goals identified and recommendations made by the Planning Commission for Higher Education,
3. building interdependent support among the Connecticut State University System, the regional community-technical college system, and Charter Oak State College,
4. balancing central authority with institutional differentiation, autonomy and creativity, and
5. facilitating cooperation and synergy among the Connecticut State University System, the regional community-technical college system, and Charter Oak State College.

Under the direction of the president is an executive staff responsible for the operation of the CSCU system. The board establishes terms and conditions of employment of its staff, prescribes their duties, and fixes the compensation of its professional and technical personnel. Upon recommendation of the system president, the BOR has appointed a vice-president for the community colleges and a vice-president for the state universities with such duties that include oversight of academic programs, student support services, and institutional support⁷. In September 2015, the BOR appointed Mark E. Ojakian as President of the CSCU system. President Ojakian's primary objective is to provide the system with strong leadership, resulting in stability across the 17 institutions, and to raise awareness of the critical role that the system plays in student success and the vitality of Connecticut's economy and businesses.

⁶ BOR Bylaws: <http://www.ct.edu/files/pdfs/bylaws.pdf>

⁷ CGS 10a-1b. http://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-1b

Plan to Preserve Missions

The BOR is required by statute to develop and implement a plan for maintaining the distinct missions of the state universities, the community colleges, and Charter Oak State College⁸. This plan was approved in December 2011⁹ and carried out during 2012-13, with the board adopting mission statements for the community colleges, the state universities, and Charter Oak State College on June 20, 2013¹⁰. The plan included the compilation of existing mission statements and development of a matrix of common issues raised through statements to the Councils of Presidents, the Student Advisory Committee, and the Faculty Advisory Committee. Significant drafting, consultation, and revisions were provided by all three groups, including some meetings with regents during 2012-13. Final mission statements are:

Connecticut Community Colleges

As part of the Connecticut State Colleges & Universities (CSCU) system, the twelve Connecticut Community Colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.

Charter Oak State College

As part of the Connecticut State Colleges & Universities (CSCU) system, Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. The College's mission is to validate learning acquired through traditional and non-traditional experiences, including its own courses. The college rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of non-traditional higher education.

Connecticut State Universities

As part of the Connecticut State Colleges & Universities (CSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration

⁸ CGS 10a-1a. http://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-1a

⁹ Board of Regents minutes, Dec. 20, 2011.

http://www.ct.edu/images/uploads/BOR_Minutes_122011_w_Attch_A.pdf#page=10

¹⁰ Board of Regents agenda, Jun. 20, 2013. <http://www.ct.edu/images/uploads/BOR-Agenda-06-20-2013.pdf>.

of technological and global influences and the application of knowledge to promote economic growth and social justice.

Strategic Plan

The BOR adopted elements of a strategic plan on Sept. 25, 2012 that included a Vision for Connecticut, a Vision for the Connecticut State Colleges & Universities (CSCU), a Mission for CSCU, and five goal statements¹¹. This strategic plan was closely aligned to the State's Accountability Framework adopted by the Higher Education Coordinating Council. A broadly representative working group to consider metrics met three times during 2012-13 and issued a report in April 2013. Following a review plan outlined by the working group, the group's recommendations were to adopt 23 metrics and gather feedback from a broad range of campus stakeholders¹². The metrics group's recommended metrics, plus these three additional metrics added by the BOR Strategic Planning Committee, were forwarded to 159 individuals in the following groups for comment: the Student Advisory Committee, the Faculty Advisory Committee, faculty and college senate leaders, campus presidents, campus academic officers, campus student affairs officers, campus finance officers, and central office executive staff. Feedback from these reviewers was integrated into a final set of metrics that were considered by the Strategic Planning Committee and then adopted by the board on June 20, 2013¹³

Routine Board Responsibilities and Duties

Since the Board of Regents assumed governance of the CSCU institutions, various policies and procedures have been adopted and executed for the consideration and approval of academic program; campus budgets; centers and institutes; faculty tenure, honors and awards; system-wide academic policies; personnel policies; reports from independent, state, and internal auditors; student conduct policies; and various other routine matters of business. All policies of prior boards remain in effect until rescinded or modified by the current BOR, and an effort is ongoing to consolidate all policies into a single policy manual, with review from campus, faculty and student stakeholders as appropriate. Separate policies for various sectors will be maintained as needed, but a single authoritative source for policies will be placed online.

The BOR maintains a regular and consistent schedule for actions related to academic programs for the CSCU's 17 institutions and, under their Academic Program Review policy, has a schedule for comprehensive review of all academic programs for each institution.

In large scale initiatives, such as the redirection of consolidation savings to campuses, adoption and implementation of a system-wide Transfer and Articulation Policy (TAP), and implementation of Public Act 12-40 to redesign the delivery of developmental education, the BOR has sought and integrated input from campus, faculty, and student stakeholders.

Dr. Robert Kennedy was appointed president in January 2012 and resigned in October 2012. The BOR named Dr. Philip Austin, former president of the University of Connecticut, as interim president while a national search was conducted for a new president. In July 2013, the BOR

¹¹ Board of Regents minutes, Sept. 25, 2012. http://www.ct.edu/images/uploads/BOR_092512_MINUTES.pdf.

¹² Report of the Strategic Plan Metrics Work Group. (April 2013). Retrieved from <http://www.ct.edu/images/uploads/SPC-Agenda-04-11-2013.pdf#page=3>

¹³ Board of Regents agenda, Jun. 20, 2013. <http://www.ct.edu/images/uploads/BOR-Agenda-06-20-2013.pdf>

selected Dr. Gregory W. Gray as the president of CSCU. Nicholas M. Donofrio was appointed to serve as chairman of the BOR in December 2013.

In February 2014, Governor Malloy launched the strategic plan Transform CSCU 2020, with a plan to invest an additional \$125 million into the CSCU System to start the process. As noted in the 2015 Progress Report, 36 initiatives were adopted and tied to the following five Board Goals:

- Goal 1: A Successful First Year
- Goal 2: Overall Student Success (Completion; Personal Academic Goal Achievement)
- Goal 3: Affordability and Sustainability
- Goal 4: Innovation, and Economic Growth (promoting economic growth in CT)
- Goal 5: Equity (Elimination or reduction of barriers to student success)

Dr. Gray began the implementation of the Transform CSCU 2020 plan and, according to Yvette Melendez, Vice Chair of the Board of Regents, he initiated or implemented a number of programs designed to improve student experience and outcomes: CT ECO, a program in which IBM and Norwalk Community College are working together to produce students ready for important roles in leading companies in Connecticut's high tech industries; Transfer and Articulation Policy (TAP), which will enable seamless transfer for all CSCU students across all its institutions; and implementation of Governor Malloy's innovative Go Back to Get Ahead program, leading to the re-enrollment of almost 1,500 'lapsed' students in the CSCU system. It represents a significant list of accomplishments. ([Exhibit 3.1](#)) However, Dr. Gray faced challenges from both faculty and legislators as the implementation plan unfolded and certain initiatives were placed on hold, pending further discussion among various stakeholders. The BOR decided to extend the implementation timeline, ensuring that these groups are involved, connected, and supportive of the plan. In response to the questions surrounding the original implementation, an updated plan is identified in Appendix C of the 2015 Progress Report.

In August 2015, Dr. Gregory Gray submitted his resignation to BOR Chairman Nicholas Donofrio, effective December 31, 2015. Effective September 28, 2015, Mark E. Ojakian succeeded Dr. Gregory Gray as the Interim President of the Connecticut State College and University System (CSCU).

The BOR structure and Transform CSCU 2020 plan has generated a different and more complex relationship between CCC and the BOR. Locally, the College's administrative structure remains relatively unchanged. The management staff that reports directly to the College president includes the Dean of Academic Affairs, the Dean of Student Services, the Dean of Finance and Administration, the Dean of the School Workforce and Continuing Education, the Director of Human Resources, and an executive assistant. The former Academic Dean retired in August 2014; a national search was launched and a new Academic Dean was appointed in April 2015.

CCC's governance design has three components: the Board of Regents, the College's own administrative organization, and the internal participatory governance system. Through the interaction of the three governance components, all members of the College community can contribute to the College's mission and operations.

CCC's senate is representative of most constituencies in the College. In addition to his/her normal duties, the senate chair serves a vital role in communicating with the chair of the BOR Faculty Advisory Committee (FAC). The local senate has subcommittees which include the College Affairs Committee, the Faculty, Staff, Student Development Committee (FSSD), the Curriculum and Academic Policy Committee (CAP), the Planning and Review Committee, the Committee for Diversity and Inclusion, and the Capital Technology Committee, formerly known as the Information Resources Committee (IRMC).

Students are integrated into the governance process at Capital through their own student government, namely, the Student Senate. Opportunities for cross collaboration between the Capital Community College *Student Senate*, college leaders, and various faculty and staff members have increased in recent years. Administrators meet with *Student Senate* members to solicit feedback on issues affecting students. The Student Advisory Committee (SAC) to the BOR is comprised of one student representative (each college elects both a primary and an alternate representative) from each of the 17 CSCU institutions; the chair and vice chair of the SAC serve as voting members on the BOR.

APPRAISAL

The external environment surrounding higher education in Connecticut and across the country is undergoing dynamic and dramatic change. Since 2012, there have been three presidents of the CSCU BOR. It is imperative that the leadership of higher education in Connecticut achieve a level of stability. With stable leadership and a strategic plan embraced and supported by all CSCU colleges and universities, the shared governance system can play a vital role in enhancing the level of excellence across the system and improve the higher education experience for its students. Until this occurs, shared governance will continue to operate at the College but can only react to the new BOR leadership team as its focus and direction emerge.

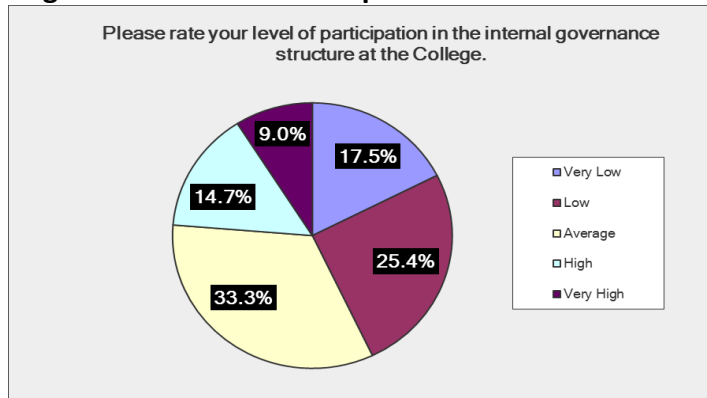
From an overview perspective, the instability of the BOR leadership and their changing visions and structures have impacted the 17 colleges and universities and their shared governance systems. Specifically, the College's faculty and staff expressed in the 2015 NEASC Self-Study Survey that shared governance is important at all levels. The faculty and staff self-reported average or below average awareness of the roles and activities of each component of shared governance. Participation of the faculty and staff in the internal governance structure at the College tends to be somewhat above average.

Although there has been instability at the BOR, CCC has remained much more stable in regard to its leadership. Two of the four deans have been employed at CCC for 25+ years each. The Dean of Administration has been in his position of leadership at CCC for 12 years, after serving in a leadership position at Eastern Connecticut State University. The Dean of Academic Affairs has been at CCC since May, 2015. Prior to joining CCC, she was employed in higher education management for 20+ years. The President of CCC has been employed in the state of Connecticut higher education system for 16 years and has served a CCC's president for six years.

Shared governance at all levels of the CSCU is valued by the College community. According to the 2015 NEASC Self-Study Survey (Fig. 3.1), 71.9 % of the faculty and staff believe that shared governance at the BOR is important (Q12). 74.8% of faculty and staff believe that the presence of shared governance at the College is high or very high in importance (Q11).

In addition, 23.7% of faculty and staff rate their level of participation in the College’s shared governance as high or very high. (2015 Capital Community College NEASC Self-Study (Q13).

Figure 3.1: Level of Participation in CCC Governance



There were several key findings documented in the August 2011 Fifth Year Accreditation Report associated with the internal governance structure.

Survey to Assess Effectiveness of the College’s Internal Governance Structure

In the Fifth Year Interim Accreditation Report, it was reported that the Senate chair recognized the need to assess the effectiveness of the Senate. As part of the 2016 NEASC Accreditation process, the College developed the College’s NEASC Self Study 2015 Survey and, by design, included questions to evaluate the effectiveness of shared governance, including the internal governance structure. Questions 11-15 focus on the effectiveness of the Shared Governance Structure. The survey results describe the College’s faculty and staff’s view of the importance of shared governance, their level of participation in the College’s internal governance structure, and their awareness of the role and activities of each component of the shared governance structure.

President’s Communication with the Senate and College

The President values the need for positive and ongoing communication between the College Senate and Administration in order for there to be successful college operations that lead to sustainable innovation, growth, and change that lead to student success. He regularly attends Senate meetings in order to directly understand the issues under discussion. When appropriate, he participates to provide information and support or to express concerns. In the event the president is unable to attend a Senate meeting, he reviews the minutes and meets with the chair. When formal resolutions are made by the Senate for the president’s review, he normally responds within two weeks.

As part of the communication process for the entire College community, the president schedules at least one college meeting during each academic semester. His primary goals for these meetings are to inform the College of items of importance associated with the College's programs and operations and solicit feedback to inform him of issues which may require his attention. In addition, based on BOR plans and activities, the Senate chair and president have collaborated in establishing goals for Senate forums to address key issues which directly affect the college community.

Senate Committees

The membership of the Diversity Committee reflects the diversity of the College. The committee selected a new chair in September 2015. They have conducted several events which emphasize and value the diversity of the institution. The committee created a web page on the College's web site ([Exhibit 3.2](#)) which highlights its membership and events. It has yet to publish a calendar due to the current web site redesign project. For three consecutive years, including 2015, the College was recognized with Higher Education Excellence in Diversity (HEED) Award from *INSIGHT into Diversity* magazine, the oldest and largest diversity-focused publication in higher education.

The Senate's IRMC has been reconstituted with broad, cross-functional college membership; the IRMC has changed its name to the Capital Technology Committee (CTC). CTC addresses technology deployment in support of teaching and student learning needs. The committee recommended that the College redesign its web site and a project team was formed with the responsibility to plan that redesign. In addition, the CTC participated in the CSCU's "technology prototype classroom" project which resulted in the installation of several smart classrooms at the College.

The Senate's Planning and Review Committee has worked in tandem with the president to create a process that engages the entire College community in the strategic planning process. The 2015 - 2018 Strategic Plan was completed during the 2014 - 2015 academic year. The committee crafted the plan by synthesizing goals and strategies from departmental and divisional operation plans. The plan was distributed college-wide and all faculty and staff were provided a two-week period to review the plan and submit feedback and recommendations. The Committee reviewed and discussed all feedback and suggestions and modified the plan accordingly. The final version of the plan was submitted to the College Senate for approval in spring 2015 and was approved by the College Senate at the April 2015 Senate meeting. The Planning and Review Committee collects departmental and divisional operational plans that align with the strategic plan and aggregates 2015 baseline data.

The key stakeholders associated with shared governance include the College Senate, the Board of Regents, the local union chapters, and the Colleges' administration. Between 70% and 76% of the College's stakeholders rate their awareness of the activities and roles of the respective stakeholders as average to very high (Table 3.1). The breakdown is as follows:

- College Senate: 70% (123 of 177 responses)
- The Board of Regents 70% (123 of 177 responses)
- Local Union Chapter 76% (136 of 178 responses)
- CCC Administration 72% (128 of 178 responses)

Table 3.1: Awareness of Levels of Roles for CCC Stakeholders

Please rate your awareness level of the activities and roles of:						
Answer Options	Very Low	Low	Average	High	Very High	Response Count
The College Senate	21	33	60	41	22	177
The Board of Regents	25	29	79	27	17	177
Your local union chapter	16	27	73	41	22	178
CCC's administration	18	32	70	43	15	178
<i>answered question</i>						179
<i>skipped question</i>						6

(2015 Capital Community College NEASC Self-Study, question #14)

The change in leadership and direction at the BOR has posed numerous challenges to the College which, in part, may explain the degree of understanding the College community reports regarding roles and activities of each component of the shared governance system.

There are BOR standing committees. The primary medium the BOR uses to communicate its activities is through posting their meeting agenda and minutes on the BOR website ([Exhibit 3.1](#)). The Student Advisory Committee (SAC) and the Faculty Advisory Committee (FAC) are advisory committees to the BOR. The members of these committees are elected faculty and staff from across the system. The FAC has connected the colleges through their individual governance structures and unions and has actively scheduled events during the academic year to inform and/or seek feedback from faculty, staff, administrators, and legislators of key policies and issues, where appropriate ([Exhibit 3.1a](#)).

The central issue facing the system is stable, effective leadership. Addressing this issue began with the appointment of Mark E. Ojakian as the Interim President of the CSCU. Since Mr. Ojakian assumed this role, he has acquired the requisite knowledge and become fully familiar with the CSCU system, its opportunities and challenges, and key stakeholders. It is expected that Mr. Ojakian and the BOR will develop a realistic plan which can be embraced by the 17 colleges and universities. If this occurs, the shared governance system will be positioned to operate in an open, interactive, and transparent manner. As a result, all stakeholders will understand the roles and activities associated with each component and participation in local governance will likely increase. Finally, with this information, college and university presidents can more realistically create their strategic and resource plans which will have the support of the BOR.

PROJECTION

Under the leadership of CCC’s president, the College will work within the system’s governing structure, implement the system’s plan, and monitor the effectiveness and impact of the plan on CCC’s campus community.

A standard agenda topic for the president’s all-College meetings will include an update on BOR, College administration, and College senate activities. When necessary, the senate chair, in

conjunction with the president, will create an agenda for a senate forum to discuss topics emanating from BOR activities.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Connecticut Colleges and Universities
Website location of documentation of relationship	http://www.ct.edu/

Governing Board

By-laws	http://www.ct.edu/regents/bylaws
Board members' names and affiliations	http://www.ct.edu/regents/bylaws

Board committees *

	Website location or document name for meeting minutes
? Academic and Student Affairs	http://www.ct.edu/regents/committees
Audit	http://www.ct.edu/regents/committees
Finance and Infrastructure	http://www.ct.edu/regents/committees
Human Resources and Administration	http://www.ct.edu/regents/committees
Executive	http://www.ct.edu/regents/committees
Special Committee on Collective Bargaining (SCCB)	http://www.ct.edu/regents/committees

Major institutional faculty committees or governance groups*

	Website location or document name for meeting minutes
Faculty Advisory Committee (BOR)	http://www.capitalcc.edu/faculty-staff-resources/college-senate/
College Senate	http://www.capitalcc.edu/faculty-staff-resources/college-senate/
Capital Technology Committee	http://www.capitalcc.edu/faculty-staff-resources/college-senate/
College Affairs	http://www.capitalcc.edu/faculty-staff-resources/college-senate/
Curriculum and Academic Policy	http://www.capitalcc.edu/faculty-staff-resources/college-senate/
Diversity and Inclusion	http://www.capitalcc.edu/faculty-staff-resources/college-senate/
Faculty, Staff and Student Development (FSSD)	http://www.capitalcc.edu/faculty-staff-resources/college-senate/

Major institutional student committees or governance groups*

	Website location or document name for meeting minutes
Student Advisory Committee (BOR)	http://www.ct.edu/regents/meetings
Student Senate	http://www.capitalcc.edu/student-services/student-activities/

Other major institutional committees or governance groups*

Website location or document name for meeting minutes

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

2014-2015 is the last time period in which Senate Meeting Notes are listed under Archives at <http://www.ccc.commnet.edu/collegeSenate.htm>. There is no SAC meeting schedule for 2016-2017.

**Standard 3: Organization and Governance
(Locations and Modalities)**

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			2013	2014	2015
▼ Main campus	Hartford, CT	1/1/20000	6,110	5,948	5,243
▼ Other principal campuses					
▼ Branch campuses (US)					
▼ Other instructional locations (US)					
▼ Branch campuses (overseas)					
▼ Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			2013	2014	2015
Distance Learning Programs					
Programs 50-99% on-line		1/1/97	360	397	399
Programs 100% on-line					
▼ Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

STANDARD FOUR: THE ACADEMIC PROGRAM

DESCRIPTION

Capital Community College's mission is to prepare students for careers or transfer to baccalaureate-granting institutions. In support of this mission and under the oversight of the faculty and the academic dean, the College offers 37 associate degree programs and 22 related certificates. All degree programs require completion of a general education core curriculum designed to give graduates the skills to communicate effectively, reason scientifically and quantitatively, think critically, and employ a global perspective. Certificate requirements vary by program and require 34 credits or less. In addition, the College provides non-credit workforce and continuing education, personal enrichment courses, as well as developmental courses for students who are not yet ready for college-level work.

The Associate in Arts degree is awarded in the area of liberal arts and sciences for students planning to transfer to four-year institutions or gain an educational background in the arts, sciences, and humanities. The Associate in Science degree is awarded in a variety of career fields for students planning to enter or prepare for advancement in these fields or to transfer to other institutions. Each program's learning outcomes are listed in the College catalog along with the course requirements. All programs have been approved by the Connecticut State Colleges & Universities' (CSCUs') Board of Regents for Higher Education (BOR).

Several degrees administered through the Social and Behavioral Sciences Department perform the dual functions of preparing students for entry level career positions as well as providing the first two years of study leading to a baccalaureate. The Social Services program serves transfer and terminal degree students equally. The Early Childhood Education, Communication Media, and Criminal Justice programs, while leading to terminal degrees, include many credits that transfer to four-year colleges under specific articulation agreements.

The Business and Technology Department offers degree programs designed to be terminal but are structured to permit transfer as well. Architectural Engineering Technology, Computer Information Systems, Computer Support Specialist, Computer Networking and Cyber Security, and Construction Management with both an AS and AAS degree are the department's technology offerings. Similarly, the Humanities Department offers a terminal degree in Music Industry, with opportunities to transfer to four-year programs.

Most of the remaining programs and certificates are housed in the Health Careers and Public Safety and Nursing Departments. These programs are Fire Science and EMS, Health Information Management (HIM), Medical Assisting, Nursing, Paramedic Studies and Radiologic Technology. All the programs (with the exception of Fire Science, Medical Assisting and Health Information Management) have a selective admissions requirement. While these programs educate students who seek to work in community medical facilities, they also offer transfer pathways to area colleges and universities. The Nursing Division currently has twelve articulation agreements for direct admission with colleges and universities for educational advancement ([Exhibit 4.1](#)).

The College's Associate of Science degree in General Studies leads to a degree that tends to be terminal, although many of the courses are eligible for transfer to four-year colleges. Beyond the general education core, this program offers a wide range of electives to fit students' interests. The program is of system-wide origin, and its adoption at CCC enables staff to distinguish between students who have not yet decided on vocational or educational goals and those who have.

The College's curricula serve a diverse urban population and take advantage of the campus's downtown location. Capital's multicultural student population creates systematic connections with the many cultural institutions in the downtown Hartford area. Ethnic art, drama, literature and all manners of multicultural expression interlink with college activities. The Hartford Heritage Project has resulted in collaborations with the Hartford Stage, TheaterWorks, Wadsworth Athenaeum, Twain House, Stowe Center, Old State House and other local institutions that have strengthened student awareness of cultural activities and diversity in both academic and social settings.

Assuring Academic Quality

Academic planning at CCC is integrated with institutional strategic and operational planning. Strategic planning that is currently underway relies on program reviews, student learning outcomes assessment, institutional effectiveness data, and internal and external focus groups to guide program development.

The BOR regulates the structure and content of degrees. Currently, all degrees are in a recognized field of study and have no less than 60 and no more than 65 credits (with the exception of nationally accredited programs that pre-existed the BOR) and must include a general education component comprising one third of the degree credits. Based on new BOR policy, plans are underway to limit all associate degree programs to 60 credits unless a waiver is granted. Courses in the major and related areas constitute the remainder of the credits. Course sequencing is established by prerequisites; course-level learning outcomes are designed to build on each other and to culminate in the program-level learning outcomes. Students must complete a minimum of 15 credits at CCC to be awarded a degree.

Development of courses, programs, or certificates is the responsibility of the faculty, and supported by feedback from academic program reviews, advisory boards, employers, and community members. Each new course or curriculum proposal must be approved by a sponsoring department, the Curriculum and Academic Policy committee, the College senate, and the academic dean (serving as the president's designee). Degrees, stand-alone certificates, and program modifications that are considered substantive changes (15 credits or more) must also be approved by the BOR.

The BOR approves degree programs through a comprehensive process which includes data on program needs, learning outcomes (both general education and programmatic), and employment opportunities for graduates. Following approval, programs are administered by program coordinators and department chairs in accordance with College and BOR policies. In the case of a recommendation and decision to terminate a program, the program is continued for two years to allow students to complete their course of study.

At the College level, the Dean of Academic Affairs is responsible for academic oversight and integrity and assures the quality of academic programs. The Academic Leadership team is comprised of division directors of Nursing and of Developmental and General Education along with chairpersons from the following departments: Health Careers and Public Safety, Business and Technology, Humanities, Mathematics and Science, and Social and Behavioral Sciences. The Dean of Academic Affairs also oversees the library, Academic Success Center, and the Academic Media Technology departments.

Each degree program coordinator is responsible for completing a program review every seven years. Coordinators conduct the reviews with input from students, consultants, and advisory boards. All career programs have advisory boards that review curricula, serve as a resource for labor market trends, offer recommendations for improvement of facilities and resources, act as liaisons for workplace experiences/internships/practicum, and provide input for program review. As part of the annual operational planning process, information from the reviews helps to direct program improvements, resource allocation, and strategic planning. The program review instrument ([Exhibit 4.2](#)) is based on policies and standards set by New England Association of Schools and Colleges (NEASC) and the BOR. In addition, Early Childhood Education, Medical Assisting, Nursing, Paramedic Studies, and Radiological Technology are reviewed for accreditation by external accrediting organizations and meet the BOR's review requirements.

Undergraduate Degree Programs/General Education/Major

CCC provides two different tracks of degree programs: career track, which prepares students to directly enter the workforce upon completion but may also be used to transfer to other colleges under individual transfer articulation agreements, and transfer track, which allows for seamless transfer to any of the four-year CSCU institutions. Degree and certificate program offerings are published in the college catalog ([Exhibit 4.3](#)). The College's programs provide students with a broad base of knowledge. Both career and transfer tracks conform with the BOR stipulation that each degree must meet a general education requirement ([Exhibit 4.3](#)). CCC requires all matriculating students to complete a comprehensive core curriculum distributed among the arts and humanities, science and mathematics, and the social and behavioral sciences.

Since general education requirements for career-track degree programs must conform to transfer agreements with individual four-year institutions, the College regularly reviews its requirements in response to changes at these local institutions. The BOR has recently modified its required general education outcomes. In this changing landscape, the College's Curriculum and Academic Policy committee is currently reviewing general education learning outcomes, examining the core curriculum that anchors all programs, and realigning general education goals with the required curriculum.

Career track and health degree programs continue to include the following core curriculum.

General Education Core Curriculum (24-26 credits total):

ENG 101 (Composition) – 3 credits

ENG 102 (Composition and Literature) – 3 credits

Math – 3-4 credits

Science – 3-4 credits

Fine Arts – 3 credits
Social & Behavioral Sciences – 6 credits
Humanities – 3 credits

Since the 2012/2013 academic year, the BOR has moved from a model of four general education goals to one that has eleven core competencies. As established by state law ([Public Act No. 12-31](#)), a new Transfer and Articulation Policy (TAP) will govern student learning at the 12 community colleges, four state universities, and Charter Oak State College. Statewide committees have developed new core competencies ([Exhibit 4.4](#)). Each of the CSCU institutions voted on whether to ratify this new TAP Framework, and the BOR subsequently approved it. In accordance with BOR recommendation, the College has instituted a Campus-level Core Curriculum Design & Assessment Committee (C-DAC), a temporary committee to shepherd the implementation of TAP at that College. The assessment team works with C-DAC to transition the College from assessing the four general education goals to assessing the 11 core competencies.

Based on TAP, the College's general education requirement now consists of 11 competencies for students who wish to transfer to CSCU institutions:

- Written Communication in English (6 credits)
- Quantitative Reasoning (3 credits)
- Scientific Reasoning (3-4 credits)
- Scientific Knowledge and Understanding (3-4 credits)
- Historical Knowledge and Understanding (3 credits)
- Social Phenomena (6 credits)
- Aesthetic Dimensions (6 credits)

The following three competencies are to be embedded:

- Oral Communication
- Continuing Learning / Information Literacy
- Critical Analysis / Logical Thinking

For the new core competencies identified in the framework, the Assessment Team has begun to develop rubrics and to identify appropriate student artifacts to collect and assess in the coming years. In order to prepare the groundwork for such changes, both the Assessment Team and C-DAC have been assisting the departments with the extensive work of mapping courses to the core competencies. A workshop was developed to sensitize Assessment Team and C-DAC members to issues involved in revising the learning outcomes of the standardized course outlines ([Exhibits 4.5, 4.5a, 4.5b](#)). In the spring 2013 semester, C-DAC began reviewing standardized course outlines of courses that newly matriculating freshmen are eligible to take across the school, agreeing on criteria to guide their observations and comments to faculty ([Exhibit 4.6](#)). Course outlines approved by C-DAC were then sent to CAP and the Senate for approval in the usual manner of the governance process. C-DAC review of additional course outlines, followed by the process of approval through CAP and the Senate, has been an ongoing activity to date.

Now that the TAP Framework has been established, the College offers a slate of new TAP Major Pathway degrees in addition to its existing career track associate degree programs. The career

track degree programs are essentially unchanged from before TAP was introduced and allow students to transfer to other degree programs under existing transfer agreements with individual institutions. The new track of TAP degrees at the College allows students to transfer to any of the four-year institutions in the CSU system as a rising junior within their major program, rather than through an articulation agreement that requires a course-by-course audit. The new TAP degrees were designed to benefit community college students statewide by ensuring that students complete transcripts of 60-63 credits ([Exhibit 4.7](#)) that will be applied toward their Bachelor's Degree program, and that they will not be required to retake any courses that they have already fulfilled with an equivalent course that counted toward their TAP Associate Degree. The implementation date of the TAP Framework and TAP Major Pathways is fall 2016. Already, the system-wide Framework Implementation Review Committee (FIRC) has begun to develop plans to evaluate this Transfer and Articulation Policy in order to determine its effectiveness.

Beyond general education requirements, each program focuses on a major area of knowledge and competence. Courses within the major are sequenced, and course level outcomes build on previous courses until program level outcomes are realized. To varying extents, each program includes elective courses ([Exhibit 4.3](#)). If needed, developmental courses prepare students for program course sequences, but developmental courses do not count towards graduation credits. Within programs, the College ensures consistency of course content across sections through standardized course outlines. Most course outlines are available through password on the College website ([Exhibit 4.8](#)). Learning outcomes at the program level are clearly listed in the College catalog, followed by the course requirements ([Exhibit 4.3](#)).

Public Act 12-40, An Act Concerning College Readiness and Completion, addresses the issue of students who are unable to meet the benchmarks required for enrollment in collegiate instruction. It was enacted to streamline the educational process and limit students to only one level of developmental course work prior to entering gateway courses. As a result, the College implemented new developmental courses to meet student needs and created three levels of placement (embedded, intensive, and transitional), in which students are placed via multiple measures of assessment.

All programs integrate writing instruction and the use of information resources and technology. All degree programs require students to take Composition, which includes a research paper and library instruction in finding and using information from multiple sources. Library instruction and use of technology are highlights of the College Success course, in which students develop an e-portfolio that includes an educational plan and selected work. Introduction to Software Applications is a course requirement for many degrees, and the curricula of most degree programs integrate the use of relevant software.

Computer literacy is woven into classroom instruction. This is dominant in the technology-focused programs of Computer and Information Systems, Computer Networking and Cyber Security, Computer support Services, Library Technology, and it is also spread throughout Liberal Arts and General Education courses. Computers are available for student use throughout the campus in labs, in the library, and in the Internet Café.

The widespread use of Blackboard Learn since Fall 2013 further enhances computer literacy. The online course management system is available for every credit-level course section. Blackboard Learn enables faculty to post publisher-provided content, original documents, electronic readings, and audio/video resources for students to access at any time via a password-protected web interface. Blackboard Learn also includes class-limited communication tools such as discussion boards, chat rooms, messages, and notifications.

Blackboard Learn is hosted system-wide for all seventeen CSCU institutions, with each college/university providing its own support staff. At Capital Community College, the Academic Media Technology department provides administrative, training, technical, creative, and instructional design services to all faculty and students using Blackboard Learn for their courses. All faculty and students are enrolled in an appropriate orientation course. This course houses contact information, self-help, and self-guided learning activities.

Information Literacy Instruction

An essential function of the library is instructing students in how to access, evaluate and use information resources for assignments and research papers. Librarians provide embedded instruction in connection with English 101 Composition and English 101P Composition Plus as part of the embedded general education core competency Continuing Learning/Information Literacy, IDS 105 College Success. Librarians also provide instruction in other courses such as English 097 Basic Writing, English 095 Basic Writing Plus, English 073 Academic Reading, English 102 Literature and Composition, BMG 202 Principles of Management, BMK 201 Principles of Marketing. In these classes, information literacy competencies are not necessarily embedded into the course curricula, but are determined to be valuable learning objectives and outcomes. Faculty schedule single library instruction sessions for subject-specific information searches in connection with course assignments. Table 4.1 illustrates the number of library instruction sessions taught and the number of students served over the last five years.

Table 4.1: Information Literacy Instruction

	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>Sessions taught</i>	92	76	90	83	72
<i>Students served</i>	1,716	1,120	1,632	1,351	1,223

Students at Capital depend heavily on information accessed through electronic resources. For example, from September 2014 through May 2015, Capital students searched online databases 129,379 times. In addition, many assignments still require students to use information found in print material. The librarians work with faculty across all disciplines to maintain a current and relevant collection of hard copy resources for the library collection. The library Director serves on the Curriculum and Academic Policy Committee (CAP) and a Librarian serves on Campus-level Core Curriculum Design & Assessment Committee (CDAC) to ensure the collection reflects curricular changes and to facilitate prompt ordering of books needed to support new and existing programs.

Integrity in the Award of Academic Credit

CCC strictly regulates its award of academic credit and is subject to the policies of multiple governing bodies in this regard. The College's degrees, with 60 to 63 credits, are appropriately named Associate Degrees in Arts and in Science. Award of credit is overseen by the faculty and based on policies approved by the BOR. Criteria are described in the Catalog and Student Handbook ([Exhibits 4.3, 4.9](#)). Admission, re-admission, and graduation requirements are clearly presented in appropriate publications. Program scheduling, as described in the catalog, allows college-ready full-time students to graduate within two years. Students who need to complete developmental courses or other prerequisites may take longer. College certificate programs primarily comprise courses within a field of study rather than general education courses. All courses within a certificate are part of the related associate degree program.

Students admitted to all degree programs are required to meet established academic requirements approved by the BOR. The College also complies with BOR policies in its evaluation of prior learning assessed through Advanced Placement (AP), Credit by Examination, the College Level Examination Program (CLEP), *DANTES Subject Standardized Tests (DSST)*, *Prior Learning Assessment (PLA)*, and Military Transcripts. CCC also recognizes and awards credit for experiential or non-collegiate learning through the Connecticut Credit Assessment Program (CCAP), which is approved by the BOR and administered through Charter Oak State College. All incoming students take a placement test to assess readiness for collegiate work; those not ready for credit English or mathematics must take developmental course work, for which no credit is awarded, or attend tutoring workshop series at the Center for Academic Transitions. All graduating students undergo a graduation audit with their academic advisors prior to degree certification by the registrar.

CCC benchmarks its certificate and degree programs with nationally accepted norms for such areas as objectives, course names, length, content, class contact time, and credit. The College maintains clear and ongoing administrative oversight for academic elements of all courses. In accordance with federal policy, CCC defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least two hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. This policy is published in the Catalog and included in all syllabi.

Students may transfer credit from other institutions in accordance with BOR policy ([Exhibit 4.10](#)). Based on this policy, the College grants academic credit for courses completed at all institutions within the Connecticut system of higher education and at all other regionally accredited collegiate institutions. The policy provides guidelines for such transfer including the requirement that students must complete at least 25 percent of the minimum credits for the degree through course work at CCC, including a significant portion in the major. The College does not award credit toward graduation for work designed exclusively to prepare students for collegiate study or for non-collegiate experiential learning.

The College offers some accelerated courses during winter and summer sessions. In such courses, the number of minutes of instruction, course content, and outcomes are the same as the fifteen-week courses offered in the spring and fall. Weekend and evening courses do not differ from day courses in any way. Credit instruction offered by the Continuing Education Division is under the oversight of the academic dean and department chairs for academic purposes and is indistinguishable from the Academic Division's offerings in its design, content, approval process, faculty, and related academic support services and resources.

Admission to the majority of programs is attained through open enrollment. Programs that hold accreditation and/or are deemed selective have requirements which are published in the College catalog, website, recruitment material, and are shared by academic advisors when meeting with students. Advisors (faculty, counseling, and enrollment center) are given guidelines to assist students in enrolling in the appropriate courses for their respective majors. Advisors are trained annually with emphasis on program and requirement changes. These changes are published annually in the College catalog.

Students are expected to maintain high standards of academic honesty and integrity. The College has a faculty-developed plagiarism policy which is published in the College catalog and student handbook.

APPRAISAL

Undergraduate Degree Programs / General Education / Major

All College programs offer courses of study that are both broad and deep, and their learning outcomes and curricula are clearly defined. Program and course evaluation are key responsibilities for CCC faculty and staff. Over the last ten years, the College has increased the scope of assessment and its role in the program review cycle. The Business and Technology department developed an updated program review tool in 2008 that integrates assessment and is now used for all Business and Technology programs. In addition, the CSCU Council of Deans has completed a revision of the program review process, emphasizing assessment and continuous improvement.

The College's General Studies program serves both as a feeder into other programs for students as they clarify their goals and as a track for students who are interested in maximum choice of courses towards a terminal associate degree.

In enrollment decisions, students choose from a varied mix of technical and non-technical programs, career, and transfer degrees. Students who are fully enrolled in programs are guided by clearly outlined learning outcomes and program requirements ([Exhibit 4.3](#)) for students who plan to continue their education beyond the Associate Degree, CCC, together with other CSCU institutions, is working to complete the Transfer and Articulation Program (TAP). CCC has adopted the eleven core competencies that have been instituted in the CSCU system, and the Assessment Team has begun to assess quantitative reasoning and written communication. Detailed information on the assessment process is available to all faculty and staff on the Assessment Team website ([Exhibit 4.8](#)).

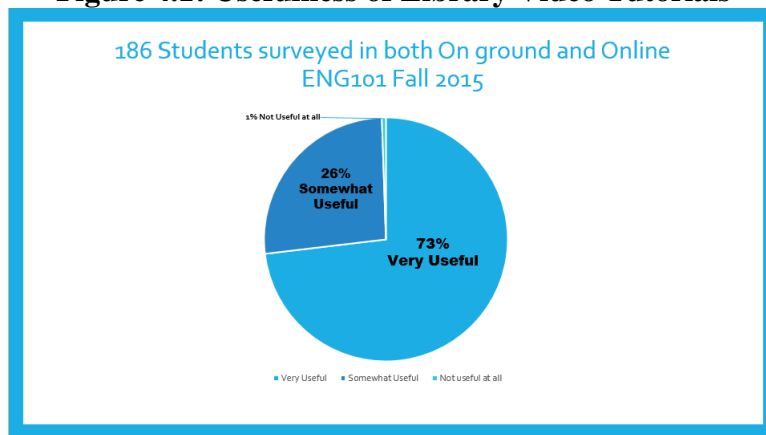
Advisory boards offer the College an opportunity for external perspectives on curriculum development. Feedback from advisory boards, as well as surveys sent to instructional staff, students, and Hartford area businesses help the College assess whether programs such as Communication Media, Management, Criminal Justice, CIS and Health Care programs areas are targeting current needs and taking maximum advantage of internship opportunities. In addition, the CSCU Council of Deans recently completed a revision of the program review process that emphasizes assessment and continuous improvement. It is anticipated that the revised program review process will improve the assessment process.

The 17 Connecticut State Colleges and Universities are committed to streamlining the transfer process and assisting students in the selection of appropriate courses in their particular field of study. TAP is a new initiative for ensuring Connecticut community college students complete degree programs that transfer to Connecticut State universities and the online Charter Oak State College without losing or generating excess credit. Students in TAP will complete the first 60-63 credits at a community college and the final 60 credits at a four-year institution. The College will continue to work with the other 16 colleges and universities within the CSCU to ensure that community college students are able to make a seamless transition to the four-year institutions.

Information Literacy Instruction

In courses with library instruction, both students and faculty are surveyed to assess effectiveness of instruction. In the English 101 course in fall 2015 semester, 186 on-ground and online students were surveyed and asked if the library video tutorials were very useful, somewhat useful, or not useful at all. As shown in Figure 4.1, 73% of students reported that the tutorials were “Very Useful” and 26% reported that they were “Somewhat Useful.” Only 1% of the students polled indicated that the tutorials were “Not Useful At All.”

Figure 4.1: Usefulness of Library Video Tutorials



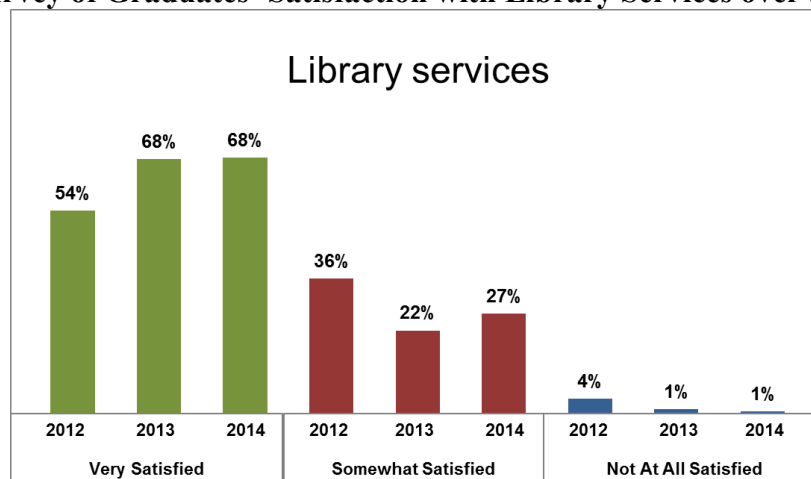
Librarians provide both reference assistance and information literacy instruction. As a result of this education, many students and faculty have explored the collection of high quality electronic databases available to them. However, there are concerns among faculty and library personnel that some students have not made a habit of using the academic databases for research, relying instead on general internet sources. The underuse of library databases may be partly due to the change in library directors (there have been four in the last five years, including interims), which has impacted the consistency of library instruction.

Currently, there are strong signs that library instruction has stabilized. In English 101, faculty compliance with scheduling mandatory library instruction reached 100% in AY 2015-16. The current process involves the Head of Library Instruction distributing an outreach letter to faculty via email and in mailboxes and the Director of Library Services making presentations at various faculty events on campus. Librarians attend academic department meetings to encourage library instruction, and the library director serves on the Curriculum and Academic Policy Committee, where information literacy has been adopted as a general education goal.

In addition in the fall 2015 semester, the English101 faculty was in full compliance for instruction, meaning every English 101 faculty member scheduled an instructional session with a professional librarian, and therefore, nearly all English 101 students at Capital received instruction..

Assessment of library services has been formative but limited. In addition to continuing the evaluation of library instruction, regular assessments are needed for the on-ground and virtual services of the research assistance desk and the circulation department as well as for technical services. In a survey of 2014 graduates, 95% of those surveyed expressed that they were either “Very Satisfied” or “Somewhat Satisfied” with the library services as shown in Figure 4.2. During the same time period, “Not at All Satisfied” numbers remained significantly low at only 1%.

Figure 4.2: Survey of Graduates’ Satisfaction with Library Services over a 3-Year Period



Integrity in the Award of Academic Credit

Like many schools in the electronic age, CCC struggles with the issue of plagiarism. The plagiarism policy published in the Student Handbook and College catalog ([Exhibits 4.9. 4.3](#)) relies on individual faculty judgment and potentially complex disciplinary procedures. These lead to inconsistencies in application of the policy. Complicating the picture is the diversity of student views on the notion of intellectual property, making it hard for many students to understand that, in college, sampling and downloading without attribution constitutes cheating. Departments have tried additional methods, such as intense classroom instruction related to

appropriate citation of sources or the design of assignments that make plagiarism difficult. These methods reduce but do not eliminate instances of plagiarism.

In regard to online learning, students are bound by the Student Code of Conduct ([Exhibit 4.9](#)). Students found in violation of the policy may be subject to disciplinary action. Students access Blackboard via a portal with single sign-on verification. The student’s password is required to be complex, changed at a minimum every 90 days, and the student cannot reuse one of the last 24 passwords. Sharing of the account log on credentials is a direct violation of the student code of conduct. It is the responsibility of the online faculty member to evaluate and determine the appropriate classroom methods for verification. According to Western Interstate Commission for Higher Education best practices, faculty determine the activities to help ensure a student submits their own work, through a short bio/introduction, proctored tests, BOR authentication policies, and varied pedagogical strategies. Faculty will often, after consultation with the Academic Media Technology Department, use more than one method for verification.

All faculty are required to post the Federal Credit Hour Policy in their syllabi along with a weekly breakdown of estimated homework in the course schedule. This is reviewed by the department chairs and Academic Division directors for compliance within the first two weeks of the semester. The compliance review that was conducted for the first time in fall 2015 showed that not all faculty were in compliance.

Other areas of focus are strengthened academic advising to increase retention, continuing development of new programs to serve emerging community needs and bolster recruitment, and advancing a culture of improvement via program review and assessment.

Online Learning

The College’s online learning is facilitated through Blackboard. It is an a-la-carte service and Blackboard Analytics can only be implemented on a system-wide basis and not by an individual college or university. Faculty use of Blackboard Learn has grown rapidly since it was first introduced for distance learning courses in 2001 and then for all courses in 2003. Since 2006, CCC’s online offerings have doubled to 60 courses per semester. We have also added hybrid or blended classrooms in recent semesters. In the past ten years, the use of Blackboard for credit courses has expanded to include summer offerings and winter intersession. Table 4.2 below provides a comparison since the last report

Table 4.2: Comparison of Online Course Offerings within 10-year Period

<i>Comparison of academic years</i>	<i>2006-07</i>	<i>2014-15</i>
<i>Number of sections offered</i>	1072	1074
<i>Number of sections offered as online Enrollment Head count</i>	49 (4.5%)	121 (11.2%)
<i>Number of online sections taught by Full-time/adjuncts</i>	20 FT / 29 PT	73 FT / 48 PT

<i>Number of sections offered as Hybrid/Blended Enrollment Head count</i>	<i>0</i>	<i>15 (1.3%)</i>
<i>Number taught by Full-time/adjuncts</i>	<i>1/0</i>	<i>13/2</i>
Number of sections offered by Department		
<i>Health Careers</i>	<i>2</i>	<i>2</i>
<i>Social and Behavioral Science</i>	<i>17</i>	<i>59</i>
<i>Mathematics and Science</i>	<i>2</i>	<i>11</i>
<i>Business and Technology</i>	<i>19</i>	<i>30</i>
<i>Humanities</i>	<i>8</i>	<i>19</i>
<i>Nursing</i>	<i>1</i>	<i>4</i>

The College will continue to improve the effective use of instructional technology. As more and more ground-based courses utilize the features of Blackboard to supplement their classroom, more attention needs to be paid to how those faculty are using the learning management system. Faculty are not required to go to any training to use Blackboard. Therefore, best practices for online instruction may not be employed or employed well. The Academic Media Technology department is developing a series of short workshops in both face-to-face and video format to help the self-taught Blackboard instructor to assess student work.

The BOR's Transform CSCU 2020 Plan includes an initiative to combine online offerings across the system. The details of the plan, and the degree to which this will be carried out, are not yet determined and may take a significant amount of time to establish.

In summary Capital Community College has taken a holistic approach towards improving and transforming the student experience through academic, social, and cultural interventions. All of these contributors will help us sustain an upward trend in student completion rates at the College.

PROJECTION

Financial support for the academic program is not expected to increase. A budget deficit in the State has led to significant cuts to all of higher education. Capital will continue to protect its core responsibilities, the academic program and student support, while reorganizing or eliminating other functions. A committee comprising deans, department chairs, Student Services, and Institutional Research will monitor the impact of financial cuts on CCC programs, students, and academic quality, and the committee will report its findings to the College's management team each fall and spring semester.

The 2015-2018 Strategic Plan will continue to follow the overall mission and goals established for the College. The College will focus on promoting student success, engaging the community, transfer opportunities, and increasing institutional effectiveness. As part of the Strategic Plan for the Academic division, the College will renew efforts to reach the benchmark for student success

in terms of retention, graduation, and transfer. Within the Academic division, interventions to achieve this will include the Achieving the Dream Initiative and an in-depth look at the pedagogy and content of courses with low success rates.

The College continues to participate as a Leader College in the Achieving the Dream Initiative. Core team members continue to implement several initiatives that focus on coordinating developmental education and assessing competencies in mathematics, reading, and writing. A central goal of the Achieving the Dream Initiative is the sponsorship of a culture of evidence. In its work on this initiative, the College will continue to track entering student cohorts for six years, assessing graduation and transfer rates and student success in developmental and gateway credit courses. Along with surveys and focus groups, this tracking will help the College assess the institutional climate with the objective of identifying and eliminating institutional barriers to the success of any group of students.

In accordance with the CSCU policy on developmental education, Capital plans to review its prerequisite system to better prepare students for credit level courses. This effort to define common course prerequisites across all community colleges will strengthen student learning and lead to a more structured experience. Also, toward the attainment of this objective, the service-learning components already embedded in courses and programs will be maintained and expanded to strengthen links with the Greater Hartford community.

Reorganization for fiscal efficiency in academic programming will be incorporated into the Strategic Plan. Areas that have lost funding, such as the ESL Program, will be reconfigured in a way that allows them to continue given the current fiscal constraints. The President is also committed to the strategic expansion of programs through re-allocation of funds or supplemental revenues.

The Capital Technology Committee (CTC) will continue to provide opportunities for direct faculty and staff involvement in decision-making, assessment, and improvement of crucial Information Technology (IT) services. The College Senate, to which the CTC reports, will encourage collaboration between faculty and IT personnel in order to remedy technological glitches in classrooms, offices, and laboratories, especially those interfering directly with scholarship and pedagogy. In the case of online learning, the efficient organizational systems in place through Blackboard Learn and the Academic Media Technology department will continue to receive College support. (See also Standard 7.)

Undergraduate Degree Programs / General Education / Major

Through the College Senate and its standing committees, the existing departments will continue to review, revise, and restructure academic programs (particularly in matters of necessary course requirements) in an effort to focus on academic issues and the quality of course instruction.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	792							792
Main Campus PT	2,076							2,076
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	23							23
Distance education PT	158							158
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	3,049	0	0	0	0	0	0	3,049
Total FTE	1,733.00							1,733.00
Enter FTE definition:	Number of Credit Hours Divided by 15							
Degrees Awarded, Most Recent Year	384							384

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	4	6		10	792	802
Main Campus PT	54	300		354	2,076	2,430
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	0	0		0	23	23
Distance education PT	2	102		104	158	262
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	60	408	0	468	3,049	3,517
Total FTE	30.30	121.60		152	1,733.20	1,885.10
Enter FTE definition:	Number of Credit Hours Divided by 15					
Certificates Awarded, Most Recent Year	88					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Non-Matriculating Student Category includes "Non-Matriculating Students", as well as 1 "Non-Title IV Certificate Seeking Student". Capital CC offers 4 Certificate Programs which are not eligible for Financial aid. These certificates are: Fire Science & EMS: Emergency Management Response / Emergency Medical Services-Instructor / EMT-Emergency Management Response / Computer Networking: Cisco Certified Networking Associate.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

		Number of credits*	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
P	For Fall Term, as of Census Date						
Certificate (add more rows as needed)							
P	ACCEL COMP PROG CERT		-	-	1.00		1.00
	ACCOUNTING CERT	16.00	2.00	2.00	-		2.00
	ACCT: ADVANCED CERT	25.00	3.00	1.00	-		
	BOT:Computer Appl. Spec. Cert.	18.00	1.00	-	-		
	BUS ADM: MGMT CERT	25.00	1.00	2.00	-	1.00	1.00
	Comp Hdwe Suprt Specialist Crt	30.00	1.00	1.00	1.00	1.00	1.00
	Comp Sftw Suprt Specialist Crt	30.00	1.00	1.00	1.00		
	COMP TECH CERT		1.00	-	-		
	COMPUTER PROG CERT	24.00	3.00	3.00	1.00	2.00	2.00
	EARLY CHILD EDUC CERT	30.00	6.00	4.00	5.00	9.00	9.00
	EMT-P CERT	34.00	35.00	36.00	31.00	29.00	30.00
	Entrepreneurship Certificate	28.00	1.00			3.00	3.00
	Health Career Pathways Cert		2.00	1.00	-	1.00	1.00
	HLTH SCI CERT	34.00	2.00	1.00	2.00	3.00	3.00
	LIBRARY TECH ASST CERT	24.00	4.00	3.00	5.00	6.00	6.00
	MED.ASST.CERT.	30.00	6.00	4.00	9.00		
	MENTAL HEALTH CERTIFICATE	27.00	1.00			1.00	1.00
	NETWORK ADMINISTRATOR CERT	27.00	4.00	3.00	-	1.00	1.00
	SOC SRV AID CERT	24.00	3.00	4.00	5.00	4.00	4.00
	VISUAL COMMUNICATION CERT	24.00	1.00		2.00		1.00
	WEB PUBLISHING CERT	25.00	4.00	2.00	1.00		1.00
	Total		82	68	64	61	67
Associate (add more rows as needed)							
P	Construction Management	61				1	10
	ACCOUNTING	61	113	111	100	83	95
	Architectural Engineering Tech	65	29	27	32	31	35
	Biotechnology	62			16	14	25
	BOT: Computer Appl. Specialist	61	5	4	3		3
	BOT: WORD INFO PROCESSING		0	1	1		
	CIS: NETWORK ADMIN ASST OPTION	61	17	20	23	16	16
	CIS: WEB PUBLISHING OPTION	63	12	10	8	12	12
	Communication Media	61	47	35	37	38	50
	COMPUTER INFOSYS	62	51	46	42	40	47
	Computer Support Spc: Hardware	61	16	13	13	11	11
	Computer Support Specialist	60	13	15	16	15	15
	Construction Management	61		8	14	12	17
	Criminal Justice	61	203	176	183	134	165
	EARLY CHILDHOOD EDUCATION	61	248	224	187	165	190
	EMT/PARAMEDIC		6	3	10	7	8
	ENGINEERING SCI		10	15	9	1	
	FIRE ADMIN&TECH		2	-	-		
	Fire Sci & Emer Med Services	63	31	33	21	24	30
	Fire Sci&EMS:E M Response Opt	62	9	10	7	2	7
	GENERAL STUDIES	62	1862	1,796	1,686	1,448	1,520
	Health Information Management	63			39	47	55
	Insurance & Financial Services	63	9	6	10	9	8
	LAS: MUSIC				1	1	1
	LIBERAL ARTS	64	181	148	158	110	200
	MANAGEMENT	61	144	151	158	124	150

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date						
	Number of credits*	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
Total		0	0	0	0	0
Doctorate (add more rows as needed)						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0
* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A)						
Please enter any explanatory notes in the box below						

**Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Undergraduate (add more rows as needed)					
ACC*	150	138	159	137	137
ANT*	18				
ARC*	72	67	72	88	85
ART*	326	295	261	229	235
BBG*	125	89	109	105	105
BIO*	1,831	1,817	1,746	1,393	1,400
BMG*	140	135	117	86	86
BMK*	57	70	61	74	74
BOT*	53	68			
CHE*	549	566	456	400	400
CJS*	217	229	196	149	150
COM*	228	145	152	120	125
CSA*	546	501	451	371	380
CSC*	76	87	80	100	100
CST*	86	72	99	106	106
ECE*	270	216	191	231	220
ECN*	104	93	108	77	80
EMT*	71	81	91	63	70
ENG*	2,083	1,988	1,600	1,371	1,371
ESL*	367	406	409	369	370
FTA*	24	13	19	23	20
GEO*	21	20		26	20
HIS*	353	342	350	258	258
HSE*	13				
IDS	158	151	146	118	118
LIB*	7	5	9	7	6
MAT*	1,490	1,359	1,197	947	950
MED*	115	146	215	194	195
MUS*	164	161	178	131	120
NUR*	405	396	387	415	415
PHL*	174	149	172	128	128
PHY*	48	38	40	19	19
POL*	107	104	113	85	85
PSY*	822	765	761	630	630
PTA*	8	14	12		
RAD*	62	62	56	60	60
SOC*	604	537	552	430	430
SPA*	267	247	226	185	180
THR*	14	16	17	12	12
BFN*		20	28	19	19
CAD*		28	28	26	26
HIM*		9	36	21	21
CTC*			15	17	17
EMR*			3	4	4
CHI*				13	
Total	12,225	11,645	10,918	9,237	9,227

Information Literacy Sessions					
Main campus					
Sessions embedded in a class	57	56	57	53	43
Free-standing sessions	36	19	22	22	29
Branch/other locations					
Sessions embedded in a class	n/a	n/a	n/a	n/a	n/a
Free-standing sessions	n/a	n/a	n/a	n/a	n/a
Online sessions	41	33	41	43	41
URL of Information Literacy Reports:					
Please enter any explanatory notes in the box below					
<p>The online sessions number refers to English 101 (ENG101) and Interdisciplinary Studies (College Success course) (IDS105). These two courses each have two sessions, which includes an online component and an in-person instructional session. We utilize the flipped model with these courses, exposing students to instructional content outside of the classroom.</p>					

STANDARD FIVE: STUDENTS

DESCRIPTION

The Student Services Division offers a student-centered enrollment approach. Included in this division are the following departments: the Welcome and Advising Center and the Placement Testing Center, where students receive orientation and placement assessment; the offices of Admission and Registration, where applicants become students and register for classes; Financial Aid and the Business offices, where students manage their financial arrangements; and the offices of Counseling and Career Planning, where students make key choices about their program of study that leads to establishing and pursuing their career goals; Student Activities, which organizes student clubs; Marketing and Public Relations; and the College's Department of Labor Grant Initiatives, TAACCCT I and II.

The Student Services Dean's Office is primarily responsible for providing administrative oversight for the Division, advocating for students, managing student disciplinary issues, and acting as the principal student services liaison to the other divisions within the College.

Admissions

In compliance with its mission, the College recruits, admits, and strives to ensure a diverse student body that reflects the population of the towns in the Greater Hartford area. In addition, a primary goal is to provide students and the community with access to higher education. New students must provide an admissions application, a small application fee, proof of high school or equivalency completion, and immunization documentation for admittance to all programs. Nursing, Radiologic Technology, and Paramedic programs have additional admission criteria. The College admits international students who meet specific admissions criteria and issues the Federal I-20 form through SEVIS to qualified applicants. Whether in person, online, or by mail, degree and non-degree students follow the admissions process outlined in the College catalog, which is also available on the College website ([Exhibit 5.1](#)).

The College administers the Accuplacer basic skills placement tests ([Exhibit 5.2a](#)), which uses multiple-measurements to help students and counselors advise students on appropriate courses. The Accuplacer tests measure the skills of incoming students in six categories: reading comprehension, sentence skills, essay construction, college level mathematics, arithmetic, and elementary algebra. The results guide placement recommendations into appropriate math and/or English courses. Some students who have credit for previous college-level courses may be exempt from testing. Students entering selective admissions programs may have to complete additional steps to determine eligibility. For example, the TEAS test (Test of Essential and Academic Skills) is required for nursing students ([Exhibit 5.2b](#)). The College admits special populations through such programs as the Capital Community College Magnet Academy, High School Partnership, College Career Pathways, ESL, and through options for Heritage language, Non-Degree, and Senior Citizen students, all of which are described in the College catalog and website. These groups are fully integrated into the College for academics, support services, and extra-curricular activities.

Responding to industry demand, the College has developed new programs in Biotechnology, Computer Networking, Cyber Security, Construction Management, CIS Mobile Application

Developer, and Health Information Management. These programs provide opportunities for students to enter fields of current demand.

Student Services and Co-Curricular Experiences

The Student Services Division helps students navigate the College process from admissions through graduation. In support of the College's mission ([Exhibit 5.3](#)), the Welcome and Advising Center helps prospective students understand the first steps to becoming a student. The Welcome and Advising Center strives to provide a nurturing and safe student-centered environment that fosters an atmosphere conducive to learning and prepares students to realize their professional goals. The Welcome and Advising Center's core values are to provide professional service to all prospective and continuing students and its primary focus is to provide students with college and community resources to help them successfully transition to CCC. Resources include new student orientation, online orientation, campus tours, and new student registration sessions. Using the Student Passport to Success, the College encourages students to get acclimated to the variety of services available to them.

College faculty, staff, and administration continue to work on the Achieving the Dream Initiative, which focuses on performance, retention, and student engagement, working with the following three priorities:

1. Continue to develop and enhance our developmental pathways by using the best practices to ensure student success in completing developmental education requirements in one semester.
2. Continue to develop and enhance the first year experience for incoming students by creating a more robust advisory support system for students.
3. Provide greater opportunities for underrepresented populations for student development through civic engagement, programming, and college resources.

For students whose incomes would otherwise prevent them from attending college, the Financial Aid department offers information and support about aid opportunities in the form of grants, scholarships, work study, and loans. The Financial Aid Guide, which is provided online and in brochure format ([Exhibit 5.4](#)), outlines the step-by-step process for the Free Application for Federal Student Aid (FAFSA). Students file electronically and monitor their status at the College through myCommNet.

Financial Aid staff are responsible for reviewing applicant records, collecting documentation, and determining aid awards. State and institutional grants, which are funds with limited institutional allocations, are monitored regularly to avoid overspending and to ensure that recipient criteria are met. When grant aid is not available, students may be eligible for student loans. Financial aid records and procedures are audited annually by state and federal auditors, and results are reported to the College and the Board of Regents. The College has had no major audit findings in the past ten years.

Registration of continuing students is a systematic process, beginning with information on how to register for classes in advance of the coming semester. The Enrollment Services Department informs students by email and phone messages about advance registration options. Four

registration periods are scheduled throughout the year for in-person and web registration. Web registration is available 24 hours a day, including weekends, during the registration period, and information about it is posted through the “online registration” link ([Exhibit 5.5](#)). Continuing students may enroll in courses during advance registration periods (early November for the spring term, late March for the fall), during open enrollment (in the weeks prior to each semester), or during final enrollment (two weeks beginning with the first week of classes). The Registrar’s Office provides bookmarks to students with step-by-step instructions on how to register online, print out their class schedule, look up final grades and transcripts, and print enrollment verification ([Exhibit 5.6](#)). Transcripts are generated manually and mailed out to other colleges or individuals. This process can take up to five business days. Admission and registration documents are stored in each student’s file, including admissions application, high school transcript or diploma, immunization records, and other required documents. The College complies with mandates from the Connecticut Department of Higher Education concerning the retention life of each document ([Exhibit 5.7](#)).

The Counseling Office offers guidance to students as they progress through the College. The Office works with students on program planning, graduation audits, interpretation of placement scores, transfer planning, personal growth and crisis issues, study skills intervention, graduation preparation, and understanding of the policies and procedures that affect college life. The Counseling Office and faculty also use the Early Alert System to help identify students who are struggling in their courses and need additional assistance. The Student Handbook informs students of their rights and responsibilities ([Exhibit 5.8](#)).

The Counseling staff also provides guidance and advocacy for students with learning disabilities and other special needs. A designated Counselor works with students who have served in the military to track their academic progress and certify their enrollment each semester to the Veterans Administration. ([Exhibit 5.9](#)). Counselors also work closely with faculty as liaisons to all academic departments, where they provide input on course scheduling, training for faculty advisors, and coordination of workshops for students.

The Career Development and Placement Center (CDPC) provides students with career assessment and planning and employment preparation. This department manages a centralized employment database which holds student and employer data and serves as an interface between the College, employment community, and department staff. For many years the CDPC has provided workshops on special topics of interest to students, such as employment preparation and internships. The National Society for Leadership and Success is a student leadership development program that is administered through the CDPC. Currently, the College liaises with the University of Hartford on the NASA Space grant program, the Hartford Public Library on financial literacy programs, the National Society for Leadership and Success, and Leadership Greater Hartford’s college leadership program. The CDPC hosts employer recruitment events and an annual career fair, and partners with other institutions and agencies to bring opportunities to students.

The Office of Student Activities organizes an array of cultural and educational events and activities that engage students and enhance their college experience. These include the New Student Convocation, the Student Senate, and an assortment of events sponsored by one of our 20 cultural, academic, or special student-run organizations. Past student activities events have

included concerts, poetry readings, open mic nights, interfaith observances, luncheons, bus trips to Washington D.C. and other cities, and art exhibitions. Students are actively involved in the planning and execution of activities, and students gain valuable leadership and organizational skills dealing with group dynamics, legislative procedures, program planning and evaluation, as well as budgeting and fiscal management. Like-minded students develop their leadership skills through student activities and foster lifelong friendships with fellow student leaders and accomplish goals in and outside of the classroom.

The new Veteran's Oasis Center was opened in November, 2015. The Veterans Oasis Center is a gathering place for veterans to meet each other and receive peer support while attending Capital, as well as to gather information about VA programs and benefits.

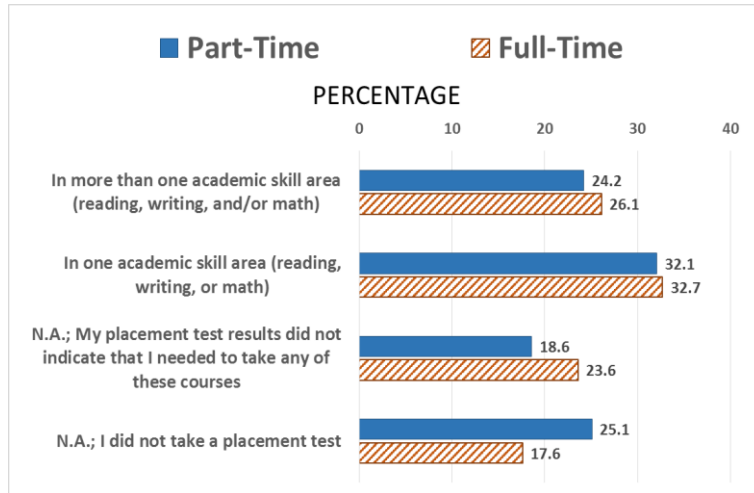
APPRAISAL

With the introduction of Public Act 12-40, the College faced a particular challenge in terms of student services and enrollment. Previously, students who scored below college level in math and/or English were able to take different levels of developmental courses, preparing them for college-level math and/or English. As explained in Standard One, Public Act 12-40, which was intended to help students progress through developmental courses at an accelerated pace, eliminated the lowest level of developmental courses. To assist students who score below the one remaining level of developmental courses, the College introduced a free, supplemental “boot camp” in basic math and English, known as Center for Academic Transitions (CAT). Even with this intervention, there is concern that students who score too low for placement into developmental courses may be discouraged from entering college at all.

A large number of incoming students are placed into developmental courses in reading, writing, or mathematics. There are four entry points to complete the English requirement and six to complete the Math. Many entering students place into one or more developmental subjects. As a result the College offers a significant number of sections of these courses (for Fall 2014, 31 in English and 27 in Math.) In an effort to support student progress through these developmental courses, the Academic Success Center offers tutoring and computer assisted instruction.

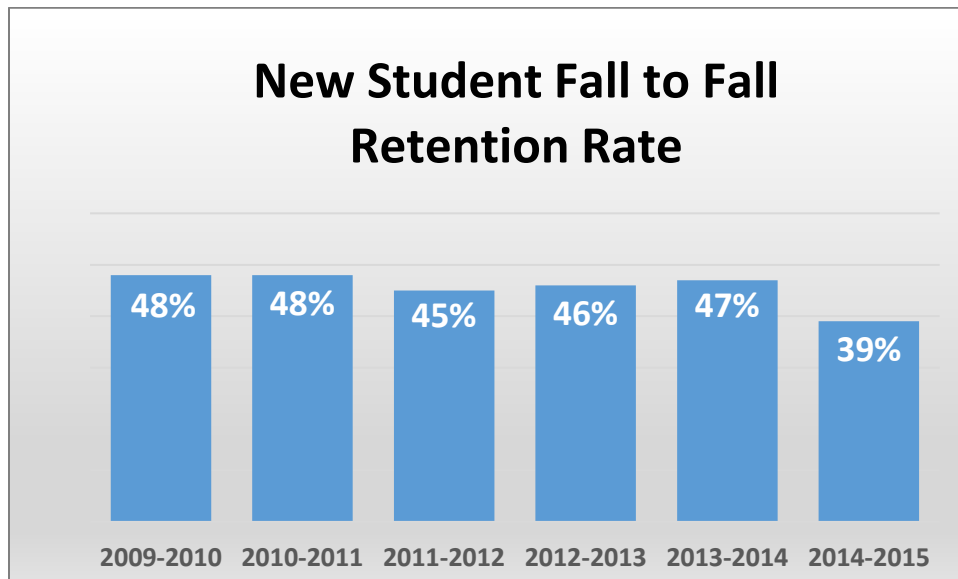
According to student responses to the 2015 CCSSE (Fig. 5.1), only 23.6% of full time and 18.6% of part-time students did not need to take a developmental course.

Figure 5.1: Comparison of Developmental Education of Full-Time and Part-Time Students



As illustrated in Figure 5.2, the new student retention rate was at a fairly consistent level from 2009 to 2015:

Figure 5.2: Retention Rates 2009-2015



Retention rates between 45-48% can be attributed to several causes. Many students are unprepared for college-level work in at least one of the basic skills areas of reading, writing, or mathematics. Additionally, the number of students with special needs has increased. Further, a high proportion of students work one or two jobs, severely limiting their time and energy for study. Students carrying a combination of these burdens are at risk from the start and face major struggles in their attempts to succeed in college. Recognizing these challenges, the College is committed to fostering an environment that supports success for all students, and has undertaken several specific initiatives with this goal.

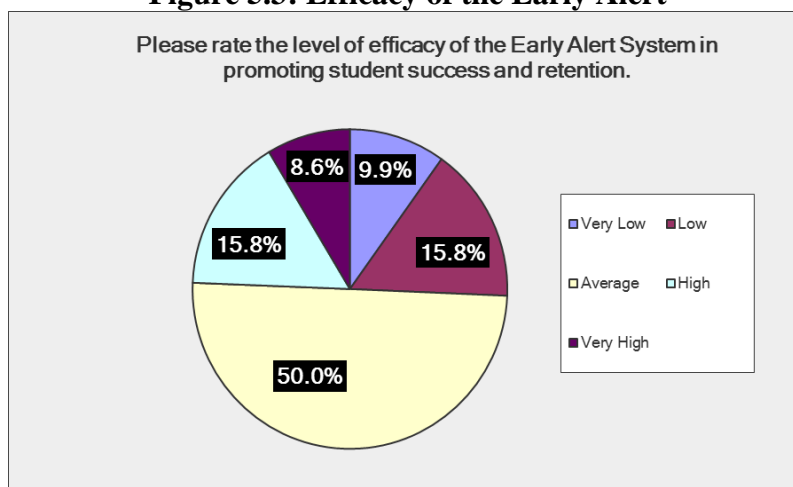
Students were asked in the 2015 CCSSE (item #14) “How likely is it that the following issues would cause you to withdraw from class or from this college?” The results demonstrate that lack of finances is the top reason CCC student’s report as an impediment to their ability to persist (Table 5.1).

Table 5.1: Barriers to Persistence – Student Response

How likely is it that the following issues would cause you to withdraw from class or from this college?			
	Capital	Small Colleges	2015 CCSSE Cohort
Transfer to a 4-year college or university	46.1%	41.1%	48.2%
Lack of finances	49.0%	47.5%	47.7%
Working full-time	37.0%	38.2%	40.0%
Caring for dependents	34.1%	28.8%	29.1%
Academically unprepared	14.6%	18.5%	20.2%

In the 2015 NEASC Self Study report, faculty and staff were asked to rate the level of efficacy of the Early Alert System in promoting student success and retention (Q30). Results show that only 24.4% of the participants reported the opinion that its efficacy is high or very high (Fig. 5.3).

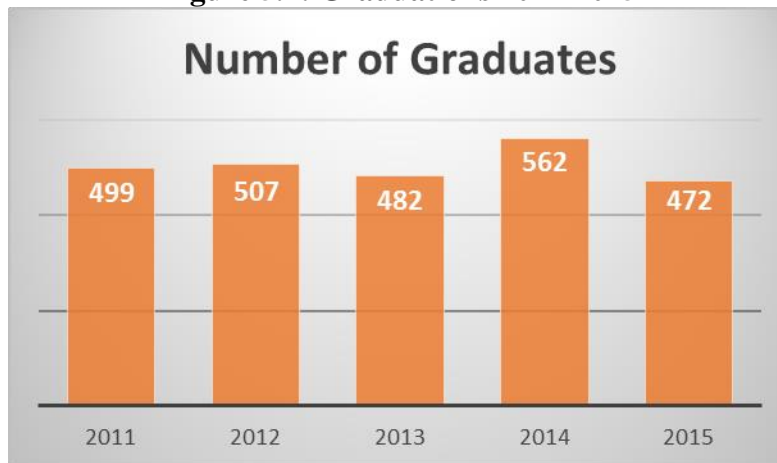
Figure 5.3: Efficacy of the Early Alert



The College has purchased *Insight*, a student information management and tracking system. This new system will be utilized by faculty, staff, and students to increase student success, retention, and communication in order to decrease attrition. The system went live in September 2015. The *Insight* tracking system will enhance the Early Alert System so faculty and staff can reach out to students who may be struggling in their classes in a more timely and effective way.

Figure 5.4 shows the graduation rate from 2011 - 2014. There was a slight decrease in 2013 and a larger decrease in 2015 (472) in the number of graduates at Capital:

Figure 5.4: Graduations 2011-2015



Graduation and other success rates are collected for all twelve colleges and posted on the CSCU website, where CCC's combined totals compare well with those of its sister colleges ([Exhibit 5.10](#)).

The College continues to create new initiatives to help students complete their degrees. One effort involves counseling to encourage the timely enrollment of students in degree or certificate programs. The Counseling Office is committed to fostering growth and development of CCC students by having a welcoming, supportive, and safe environment. Counselors work with students on academic planning, interpretation of placement scores, transfer advising, individual counseling, crisis intervention, conflict resolution, graduation preparation, and understanding of the policies and procedures that affect college life. The Student Handbook informs students of their rights and responsibilities ([Exhibit 5.8](#)), and supplemental brochures ([Exhibit 5.11a](#)) ([Exhibit 11b](#)) offer advice on various aspects of academic progress. Advising holds are placed on each student who has completed between 9 and 15 credits. These students must meet with Counselors before they can register for the following semester. They discuss many items including appropriate majors, completion of English Composition and First Year Experience, and transfer plans. To further motivate students, a certificate is awarded to those who have completed all the necessary requirements. For example, a student working towards an Associate of Science in Accounting may be given the Certificate in Accounting while he or she is advancing towards the associate degree once all the requirements for the Certificate have been completed. Only associate degrees with corresponding certificates are awarded this way.

Applications for graduation must be filed in the Counseling Office. Students must have fulfilled all financial obligations to the College. After graduation, the College mails a survey to all graduates, requesting comments about their experience at the College ([Exhibit 5.12](#)). This student satisfaction information is collected, analyzed, and shared with the College community.

In the 2014 Graduate Survey almost half of respondents (49.7%) reported that they were employed full time compared to 38.6% in 2012. However 32% of respondents indicated they could not find a job in their field.

The College monitors retention and graduation rates through BANNER extracts, which are studied by planning committees for identification of patterns that can suggest avenues for improvement.

The Financial Aid Department receives and processes over seven thousand FAFSAs per academic year. A high percentage of new or continuing matriculated students receive financial aid. The 2014 Graduate Survey showed that from 2012 to 2014, between 52% and 60% of the respondents reported that they were very satisfied with services provided by the Financial Aid department. Although many students receive some form of financial aid, the state continues to decrease the College's yearly allocation. As a result, Counseling and Career Services finds the need to provide extensive and specialized services to students. Students continue to express interest in new student activities.

Technology continues to support staff and student access related to admissions, registration, financial aid, retention, tutoring, and grade records. Technology mitigates some of the strain on services. However, during enrollment periods the support staff and services do not meet all of the student needs, and there are also challenges in terms of technological support. The Welcome and Advising Center offers the first station of assistance to students and follows up with orientation sessions and technology workshops for online registration and financial aid application. Inquiries and technological challenges continue to strain both technological support and staffing levels.

The College enrolls a cross-section of ethnic groups and its vision statement supports students with multicultural backgrounds. ([Exhibit 5.13](#)) The College has been recognized for the third time by receiving the Higher Education Excellence in Diversity Award in 2015 from *Insight Into Diversity* magazine, the oldest and largest diversity focused publication in higher education. Along with this recognition and other initiatives, the College continues to enroll and maintain a diverse population. However, African-American and Latino males still represent the lowest enrolled group. Many programs such as Nursing, Early Childhood Education, and Medical Assisting, attract more female students than male. Although the EMT-Paramedic and Radiologic Technology programs attract male students, these are special admissions programs that accept a limited number of students per semester. Further, the lack of sports and physical education facilities diminishes the appeal of the College for some young male students.

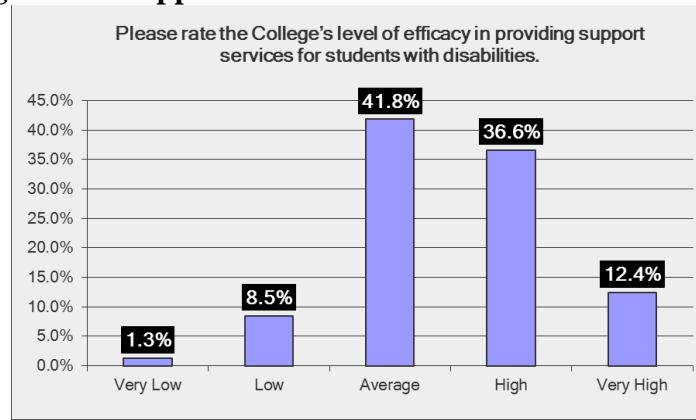
Health careers programs, particularly Nursing and Radiologic Technology, continue to attract far more qualified applicants than there are openings. Paucity of nursing faculty and of clinical sites contribute to the College's inability to meet the full student and labor market need for nursing education. For prospective and matriculated nursing students, the Counseling Center has developed a successful model for concentrating a variety of student services. However, as interest and enrollment in the Nursing Program have grown, personnel resources have not increased to meet the demand.

The Counseling Office has grown in its transfer advising capabilities, assisted by the formalization of new articulation agreements including: the Guaranteed Admission Program with the University of Connecticut (UCONN) and the University of Saint Joseph. Other articulation agreements include: Bridge to Business with Central Connecticut State University (CCSU), Bachelor of General Studies and Business Administration Transfer Pathway with UCONN,

Individualized Degree Program at Trinity College, Multidisciplinary Studies at Cambridge College, Radiologic Sciences at St. Vincent’s College and the University of Hartford, and the RN TO BSN Agreements with several four year institutions ([Exhibit 5.14](#)). All of these agreements help to recruit, retain, and assist students with career goals. The dual and guaranteed admission agreements offer students a seamless transition into a four-year institution. In the 2014 Graduate Survey, 63% of students responded they did not have any difficulty transferring credits to other colleges ([Exhibit 5.12](#)).

Another area where Counseling Office has seen an increase is in the number of students with disabilities who request services. ([Exhibit 5.15](#)). In the 2015 NEASC Self Study Survey, faculty and staff were asked (Q 31) to rate the College’s level of efficacy in providing support services for students with disabilities. The results indicate that 90% of the responses rate the College’s level of efficacy as average or higher.

Figure 5.5: Support Services for Students with Disabilities



The Enrollment Services Office, through extended web registration periods, has made progress in demonstrating to students the convenience and efficiency of online registration. One significant challenge is that many students do not check their college emails and thus miss important information like de-registration, information on financial aid, and graduation. At certain times of the year, such as the end of the semester when grades have been posted, there is a large volume of requests for official transcripts. During these times it can take up to ten business days to process the transcript requests. Further, limited state and institutional funds are available on a first-come, first-served basis, making early applications crucial.

The Career Development and Placement Center (CDPC) is customer focused and responsive to the immediate needs of students. Therefore, other essential functions such as planning and innovation, have to be deferred. For many students, psycho-social issues are obstacles to academic retention or job placement, and their needs call for case management in addition to the traditional services provided by the CDPC. Further, resumes are now required for all work-study jobs at the College, and the growing internship programs sharpen the focus on resume and interview preparation, thereby increasing demand for CDPC services. The CDPC was designed with the idea that staff would increase. The workload has increased, but the staffing has not.

Student Services offices post information for students and other members of the community on the College website ([Exhibit 5.16](#)). Individual offices are responsible for updating and verifying the information on their web pages. Unfortunately, this has sometimes been neglected due to time constraints and not having a full-time webmaster. These webpages were established and are updated with the help of a part-time webmaster.

Over the past several years, as participation in student activity has increased, CCC has observed an immense change in the types and number of activities students would like to partake in. The Office of Student Activities has responded to the demand from student leaders by increasing opportunities for students to be involved on campus and showcase their leadership skills. Athletics, particularly interest in basketball, is a regular inquiry from new and returning students. Unfortunately, the Office of Student Activities and Athletics can only offer basic intramural activities that last for about one season. With constant questions from numerous students about athletics, the Student Senate yearns to have a recreation area for health and wellness for the student body.

Faculty and staff rated the level of efficacy in providing support for students as “Neutral” to “Very Well” (Self-Study Survey, Q32). Looking at individual areas we can find both strengths and weaknesses that can be improved upon (Table 5.2).

Table 5.2: Faculty/Staff Ratings of Efficacy in Providing Services for Students

Please rate the College's level of efficacy in providing support for students in the following areas:						
Answer Options	Very Poorly	Poorly	Neutral	Well	Very Well	Response Count
Admission	14	23	55	52	12	156
Registration	16	20	55	52	13	156
Add/drop period	6	15	64	58	14	157
Financial Aid	1	6	54	59	34	153
Billing/payment processing	2	5	82	46	18	153
Student IT support	8	21	48	63	16	156
Counseling	6	14	55	59	22	156
Career services	8	17	57	57	17	156
<i>answered question</i>						157
<i>skipped question</i>						28

Similarly, students were asked in the 2015 CCSSE to rate the Importance, Use, and Satisfaction of services provided by the College. As shown in Table 5.3, students expressed 51% or higher “Satisfaction” in six out of the eleven categories of services provided for students.

Table 5.3: Student Ratings of Student Services

<i>STUDENT SERVICES</i>			
<i>BY IMPORTANCE, By USE, BY SATISFACTION</i>			
<i>Item</i>	Importance <i>(Very/Somewhat)</i>	Use <i>(Sometimes/Often)</i>	Satisfaction <i>(Very/Somewhat)</i>
Academic advising/planning	92%	60%	73%
Career counseling	80%	35%	51%
Job placement assistance	62%	13%	25%
Peer or other tutoring	77%	42%	52%
Skill labs (writing, math, etc.)	79%	50%	61%
Child care	42%	5%	13%
Financial aid advising	87%	60%	68%
Computer lab	89%	73%	79%
Student organizations	60%	20%	30%
Transfer credit assistance	71%	27%	36%
Services to students with disabilities	57%	13%	21%

In the 2014 Graduate Survey, graduates were asked if they would recommend Capital Community College to a friend or family member. As shown in Figure 5.6, 92.4% of graduates indicated that they would recommend Capital Community College to a friend or family member. The 2015 Graduate Survey identified those who would "recommend the college to friends and family" at 95.3%.

Figure 5.6: Graduates’ Willingness to Recommend Capital to Friends or Family



PROJECTION

The College will continue to review the results obtained from student, graduate, and faculty and staff surveys issued by the College and use the data to improve services for students. The following initiatives will be the primary areas of focus in the Students Services Division’s strategy for continuous improvement:

- The Admissions Office will implement “Application Days” at all high schools in the College’s service area. This will allow students to submit their completed application and

required documentation without having to secure transportation to the College, which can be a barrier for many students.

- Significant decreases in State funding are expected to impact enrollment. In an effort to provide all students with financial opportunities, group financial aid workshops will continue, and email notifications will be sent reminding students of application dates and scholarship opportunities. It is expected that the number of students receiving loans will increase.
- The CSCU systems office will implement Degree Works, which will provide students, counselors, and faculty advisors with a streamlined degree progress evaluation tool. This program will make it easier for students to know what they need to do to complete a particular program.
- Students will be able to send official electronic transcripts to other colleges on their own. This will be more convenient for students and the transcripts will be received faster – within 24 hours. This will also benefit the Student Services Division because transcripts from other schools within the System will be received quicker.
- As outlined as an objective in the College's strategic plan, CCC will develop and implement an enrollment management plan in the 2016/2017 academic year and its effectiveness will be monitored by the leadership team.
- The President has appointed an "Academic Advising Task Force" to promote policies in identifying and implementing academic advising and retention plans.

The ongoing goal of the Student Services Division is to continue to help students gain entry into the College and graduate in a field of study of their interest. In order for this to occur, the College will continue to provide students with the necessary services to persist through their education experience.

Standard 5: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2)
Freshmen - Undergraduate	U					
Completed Applications	U	990	937	1,031	1,535	1,350
Applications Accepted	U	990	937	1,031	1,535	1,350
Applicants Enrolled	U	620	610	650	562	562
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		62.6%	65.1%	63.0%	36.6%	41.6%
Percent Change Year over Year						
Completed Applications		na	-5.4%	10.0%	48.9%	-12.1%
Applications Accepted		na	-5.4%	10.0%	48.9%	-12.1%
Applicants Enrolled		na	-1.6%	6.6%	-13.5%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)	U					
Transfers - Undergraduate	U					
Completed Applications		765	656	749	917	910
Applications Accepted		765	656	749	917	910
Applications Enrolled		512	471	509	440	430
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		66.9%	71.8%	68.0%	48.0%	47.3%
Master's Degree	U					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	U					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	U					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						

Standard 5: Students

(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

		3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year (FY 2015)	Goal (specify year) (FY 2)
Credit-Seeking Students Only - Including Continuing Education						
UNDERGRADUATE						
First Year	Full-Time Headcount	772	740	701	601	600
	Part-Time Headcount	1,637	1,536	1,473	1,239	1,235
	Total Headcount	2,409	2,276	2,174	1,840	1,835
	Total FTE	1,425	1,361	1,298	1,078	1,078
Second Year	Full-Time Headcount	267	244	259	218	218
	Part-Time Headcount	1,203	1,213	1,141	1,052	1,052
	Total Headcount	1,470	1,457	1,400	1,270	1,270
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Undassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,039	984	960	819	818
	Part-Time Headcount	2,840	2,749	2,614	2,291	2,287
	Total Headcount	3,879	3,733	3,574	3,110	3,105
	Total FTE	1,425	1,361	1,298	1,078	1,078
	% Change FTE Undergraduate	na	-4.5%	-4.6%	-16.9%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	3,879	3,733	3,574	3,110	3,105
	Grand Total FTE	1,425	1,361	1,298	1,078	1,078
	% Change Grand Total FTE	na	-4.5%	-4.6%	-16.9%	0.0%

Please enter any explanatory notes in the box below

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

<p>Where does the institution describe the students it seeks to serve? http://www.ccc.commnet.edu/docs/2015-2016-Catalog.pdf</p>					
	FY 2010	FY 2011	FY 2012		
Three-year Cohort Default Rate	0.07	0.175	0.08		
Three-year Loan repayment rate (from College Scorecard)					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(2012/13)	(2013/14)	(2014/15)	(2015/16)	(2016/17)
Student Financial Aid					
Total Federal Aid	\$10,850,667	\$10,072,215	\$8,876,925	\$8,157,068	\$8,470,000
Grants	\$8,917,591	\$8,535,178	\$8,081,671	\$7,200,000	\$7,500,000
Loans	\$1,763,982	\$1,412,987	\$645,114	\$830,000	\$850,000
Work Study	\$169,094	\$124,050	\$150,140	\$127,068	\$120,000
Total State Aid	1,99,912	\$597,264	\$406,972	\$298,094	\$300,000
Total Institutional Aid	\$1,616,823	\$1,511,758	\$1,392,887	\$1,193,591	\$1,000,000
Grants	\$1,616,823	\$1,511,758	\$1,392,887	\$1,193,591	\$1,000,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$0	\$0	\$0	\$0	\$0
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$0	\$0	\$0	\$0	\$0
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	46%	45%	44%	tbd	tbd
Graduates	0%	0%	0%	0%	0%
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$6,864	\$6,023	\$5,319	tbd	tbd
Graduates	\$0	\$0	\$0	\$0	\$0
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$4,849	\$4,712	\$4,430	tbd	tbd
Graduate Students	\$0	\$0	\$0	\$0	\$0
First professional students					
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
English as a Second/Other Language	6%	8%	10%	8%	8%
English (reading, writing, communication skills)	48%	41%	32%	41%	40%
Math	53%	49%	37%	29%	30%
Other					
Please enter any explanatory notes in the box below					
Line 10 data is not available. Scorecard Data (College Scorecard Help Desk) advised that the data is not available in the form we need due to several factors: many rates are suppressed due to a small denominator, rates are all aggregated at the 6-digit OPEID level, and rates are calculated using pooled cohorts.					

**Standard 5: Students
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed						
Male		559	559	197		
Female		976	976	365		
Black		513	513	185		
Hispanic		513	513	189		
White		195	195	75		
Multi-Racial		55	55	18		
Graduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed						
Undergraduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed						
Male		97	100	197	124.93	200
Female		156	209	365	224.20	370
Black		109	76	185	125.20	190
Hispanic		78	111	189	114.13	192
White		27	48	75	44.33	75
Multi-Racial		9	9	18	11.47	18
				0		
Graduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed						
				0		
				0		
				0		
				0		
				0		
				0		
Please enter any explanatory notes in the box below						
Using Fall 2015 data. Undergraduate Admissions and Enrollment information are results for Freshmen Undergraduates from 5.1. FTE calculation: Credit Hours/15						

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

DESCRIPTION

Faculty and Academic Staff

In support of the College's mission and vision, a variety of full-time faculty and professionally qualified adjunct faculty teach in degree, certificate, and non-credit program areas throughout the College. As of fall 2015, the College employed 66 full-time and 195 adjunct faculty members with 345 course sections taught by full-time faculty and 267 sections taught by adjuncts. The CSCU BOR requires that faculty members hold a master's degree in the discipline in which they teach, but many exceed this minimum. Among the full-time faculty in fall 2015, 18 held doctorates, 47 held master's degrees, and one held a bachelor's degree, though that individual holds a professional credential in the subject area and is in the process of obtaining a master's degree. Any newly hired faculty or academic staff who do not initially meet minimum qualifications are required to complete their master's degrees within six years of hire. Full-time faculty credentials are listed in the final pages of the College catalog ([Exhibit 6.1](#)).

Full-time faculty's educational backgrounds are consistent with their areas of instruction and represent a range of disciplines. These include Business and Technology, Health Careers, Humanities, Nursing, Science and Mathematics, and Social and Behavioral Sciences.

The College maintains ongoing efforts to integrate adjuncts into academic endeavors by encouraging participation in professional workshops, conferences, department and committee meetings, curriculum enhancement, student advising and other college-related activities. The academic dean implemented the new Adjunct Faculty Advisory Council in the Fall 2015 semester. This council meets with the dean on a regular basis to ensure communication with adjunct faculty and to address their concerns. Likewise, the College's Center for Teaching (CFT) committee sponsors adjunct-targeted initiatives that directly assist in this integration. These include an "adjunct hotline," an adjunct mentoring program, and an annual Adjunct Orientation event.

Academic Success Center

The College is committed to providing extensive academic support services to all registered students free of charge. The Academic Success Center (ASC), which occupies most of the fourth floor, is consistently utilized by an average of 25% of the student population and is staffed with approximately 35 professional tutors and 12 peer tutors. Individual tutoring by appointment is available in most subjects including math, English, ESL, science, business, computers, and nursing. Three convenient drop-in centers provide an opportunity for students to receive hands-on support in a welcoming collaborative environment including help with math at all levels, writing across the curriculum, and all computer related questions. A part-time Learning Specialist offers dedicated tutoring, advising, and workshops for students with disabilities and special learning challenges. Testing accommodations, specialized skills building workshops, and online tutoring round out the services in the ASC. In addition, all English and math developmental courses at the "embedded" level are assigned a dedicated tutor who collaborates with each instructor to provide hands-on instruction during lab sections and additional support in the ASC. In addition to the opportunity provided by the ASC, nursing students receive the

majority of their remediation on the eighth floor where a lab teacher and faculty are available to assist them.

Located on the fourth floor, the ESL Department works closely with the ASC to provide a seamless support system for non-native speakers who are taking ESL courses and for those who advance to regular college coursework. The ESL Program is staffed by a full-time ESL Coordinator. ESL students have access to a dedicated Language Lab for enhanced listening and speaking practice with tutoring support. In addition, the tutoring services in the ASC are available for all ESL and former ESL students.

Library

The library is staffed by four full-time professionals and two part-time professionals. The library also has one full-time paraprofessional and two part-time paraprofessionals on staff. Each full-time and part-time librarian holds a master’s degree in library science (MLS). The library is open 56 hours per week, including evenings and Saturdays. A librarian with an MLS is scheduled to work during all open hours.

Academic Media Technology Department

The Academic Media Technology (AMT) department collaborates with the faculty to develop, prepare, present, and distribute instructional media-based materials in a wide variety of formats for both classroom and online instruction. By providing both creative and technical services, the department ensures that instructional technology engages students in thinking about course content in different ways, offers access to a wealth of materials beyond the physical walls of the College, and addresses various student learning styles and abilities. AMT is responsible for the following areas: classroom instructional technology systems (excluding PCs), instructional multimedia production services, and Blackboard Learn. All AMT services are designed for faculty and staff, not for direct student support, as illustrated by the following chart.

Table 6.1: Academic Media Technology Support Matrix

	Classroom Technology	Online Classes (Blackboard Learn)
TECHNICAL		
<i>Immediate Support</i>	Help Desk available during published office hours; staff will respond by phone or in person in the classroom	Help Desk available during published office hours
<i>Scheduled One-on-One</i>	By appointment in the classroom	By appointment
Small Group	Each semester, staff provides a classroom equipment overview at Adjunct Faculty Orientation	Hands-on workshops scheduled periodically either at Capital or at another System college
PEDAGOGICAL		
<i>Scheduled One-on-One</i>		Pedagogical assessment is conducted

		as part of any collaborative instructional media project
<i>Small Group</i>	By appointment in the classroom	Occasional workshops on topics such as rubrics for effective online instruction

AMT employs four full-time staff members who hold diplomas, bachelor's and master's degrees in key fields including electronics, graphic design, and communication. Staff attend periodic professional development and continuing education courses to remain current with multimedia production software, Blackboard Learn and its administration, and classroom audiovisual technologies. One of the full-time employees of AMT has expertise in Instructional Technology and is available to assist faculty in all areas of Blackboard instruction. Staff are scheduled to cover a total of 50 office hours per week (including evening hours) from September through May. Staff are available by appointment at other times, and they schedule occasional Saturday workshops for faculty.

In support of instructional technology, faculty and staff may take advantage of a host of training opportunities offered either at the College, other state agencies, or by publishers of online course content:

- The Academic Media Technology department offers training and tech support for the Blackboard online course management system, and on-ground classroom presentation systems;
- The Academic Success Center offers software application tutoring to students;
- The Information Technology Department offers Microsoft eLearning opportunities for faculty and staff on all college-owned Microsoft applications;
- The CSCU Board of Regents Office provides training through its Ed Tech Training programs, designed to enhance teaching and learning across the system;
- The State Department of Administrative Services offers in-service training for staff and faculty in business, instructional, and creative software applications, as well as personal and professional development opportunities;
- Many textbook publishers now provide accompanying online course content and offer training to faculty on their products.

Diversity of Faculty and Academic Staff

The College employs an open and orderly process for recruiting and attracting qualified instructional staff that is regulated by Connecticut's Affirmative Action and Equal Opportunity requirements, Board policies, and contractual agreements. Recruitment is done through local, regional, and online media outlets, including College website postings of position announcements, job descriptions, minimum qualifications, and applicable BOR policies.

Faculty and academic staff participate in the search process for new faculty hires by serving on search committees that are appointed by the president with input from the academic dean. In this capacity, committee members review applications, select candidates, conduct interviews, and forward lists of recommended candidates to the president for further evaluation and selection. Prior to selection, applicants' faculty credentials are verified and background checks (required as of November 2014) are conducted. All new hires meet with the Human Resources director for

orientation to the College and system policies, mission, and terms of initial employment, and contract information.

To ensure that the diversity of the faculty and academic staff supports the College's mission, the College has an Affirmative Action Plan that is updated every two years and submitted for approval to the CT Commission on Human Rights and Opportunities. The College's current faculty hiring goals are: four white males, one Hispanic male, and one Hispanic female. Goals are included to achieve the full and fair utilization and representation of minorities, women, and other protected classes within the College's faculty workforce. Under the president's direction, the affirmative action officer and the HR director meet with search committees to inform them of current hiring goals and their affirmative action responsibilities. ([Exhibits 6.2, 6.2a, 6.2b](#))

Faculty standard appointments cover one academic year and contractual expectations and policies governing faculty roles are outlined in bargaining union contracts. These guidelines are compatible with the college's mission and purpose and standards of the NEASC commission. Adhering to conditions set by state legislation, all full-time and adjunct faculty members are assigned into one of two faculty bargaining units in order to maintain a 60/40 ratio of membership between the Congress of Connecticut Community Colleges (4C's) and the American Federation of Teachers (AFT) unions. Faculty salaries and benefits are outlined in the bargaining unit contracts and determined through periodic contract negotiations between union representatives, BOR council, and the CSCU Vice President of Human Resources ([Exhibits 6.3 6.4](#)).

Harmonization between the two teaching unions has been a goal since 1991 when the College formed as a result of a merger between two other state higher education institutions. Though not yet fully obtained, examples of contract harmonization include: job descriptions; search processes; hiring procedures; primary responsibilities; salaries; longevity schedules; value and eligibility for promotion; tenure qualifications; frequency of evaluation; compensation for preparing, proctoring, and grading exemption exams; compensation of Program Coordinators; permitted number of successive special appointments; and adoption of concessions related to the 2009, 2010, and 2011 State Employees Bargaining Agent Coalition (SEBAC) agreements.

While eligibility for promotions differed slightly between the two faculty unions at the time of the last self-study, this is no longer the case as both AFT and 4C's members must meet the same minimum qualifications for promotion eligibility and neither has set time-in-rank requirements. Applications for promotion are screened by committees comprised of fellow union members who advise the president. The president makes final decisions regarding promotion.

Effectiveness of Faculty and Academic Staff

The workload for full-time faculty is measured against a 15 contact-hour commitment each semester. This usually consists of 12 contact hours of teaching plus a three-hour obligation that may be met by performing Additional Responsibilities (AR) that support the College mission. Additional Responsibilities usually includes such activities as preparation of major reports, participation in special projects, development of new instructional techniques, or service on college committees. AR may also include teaching an additional three-contact-hour class or an equivalent combination of the above activities. Faculty are responsible for proposing AR

activities, which are subject to annual approval by the Academic Dean. Other contractually defined duties of faculty include student advisement, course and curricular development, participation in institutional planning and governance, and development of course content as documented in standardized course outlines.

Effectiveness of faculty and academic staff is measured by periodic instructional evaluations, student evaluations, scholarly recognition, grant awards, student focus groups, and other institutional assessments such as the Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and graduate surveys. Results are used to guide professional development activities and spur improvements in academic programs. Tools used for student assessment of faculty and instructional observations by supervisors are the same for faculty on campus and online for both unions.

Faculty pursue intellectual growth and maintain contact with their academic disciplines through participation in professional development activities such as conferences, seminars, and classes ([Exhibit 6.5](#)). Funding for professional development is provided by the unions, the College, or various grants. Through contract negotiations, the faculty unions and administration determine the size of funding pools from which professional development support can be requested, as well as the criteria for distribution. ([Exhibits 6.3, 6.4](#))

Faculty and academic staff also participate in activities sponsored by the CFT that are designed to support faculty development and promote excellence in teaching. Each year, the CFT sponsors the Barnes Seminar, the Spirit of Teaching Conference, and weekly workshops conducted by faculty and/or guests to promote improved faculty instruction and effectiveness. Local and system-wide CFT committees meet monthly to discuss faculty issues of concern, develop activities to enhance teaching, and conduct leadership workshops. A system-wide committee of college presidents and deans also oversees and consults with the CFT to ensure academic excellence.

Faculty and academic staff are required to conduct themselves according to the College's ethics policies and procedures. The College's Human Resources department (HR) disseminates ethics policies to employees at the time of their initial hire and the President's Office disseminates copies of these policies to all employees at the beginning of each academic year. Faculty are also asked to complete an online ethics training program and submit a certificate of completion to HR for their permanent records.

Policies related to academic freedom of faculty are outlined in the faculty contracts, as are procedures for academic appeals, disciplinary issues, and grievances. The faculty handbook is nearly completed and will serve as a consolidated reference for faculty-related policies.

Teaching and Learning

Faculty incorporate a variety of traditional and non-traditional methods of instruction into their courses. Examples include lectures, labs, discussions, learning communities, linked courses, team projects, active learning, internships, small groups, embedded tutoring, field trips, special projects, virtual learning, computer-based instruction, and independent study. Many faculty

members also use instructional technology and the online Blackboard platform to enhance classroom instruction. ([Exhibit 6.6](#))

As a Leader College in the nationwide Achieving the Dream Initiative and in response to the CT Public Act 12-40 mandate, the College has supported the development of innovative classroom strategies and pilot programs in developmental and entry level credit courses to promote student success. These include redesigned courses and pathways, inquiry-based activities and research opportunities, and faculty peer-intervention “Lesson Study” activities for instructional enhancement using a model developed in collaboration with the Carnegie Foundation.

All full-time faculty members are available for academic advising as required by union contracts, though many do not currently participate in a formal advising strategy. Many students who are enrolled in specific programs receive academic advising from program coordinators and faculty in their program to help them prepare for transition to professional arenas and/or transfer to baccalaureate programs. College counselors also collaborate with program coordinators to ensure that students receive updates about program changes and transfer issues. Although full-time faculty, program coordinators, and counselors provide academic advising, some adjunct faculty also assist as advisors to help meet the needs of our student body. An “Advisor Toolkit” is available on the College website to assist and guide faculty in this advising process.

Faculty and academic staff service on governance committees such as Senate, Curriculum and Academic Policy Committee (CAP), and the Strategic Planning Committee, helps ensure that institutional priorities are consistent with academic program development and with the core mission of the College. College and system policies, the collegial governance system, and the College administration together assure the maintenance of academic integrity. The collegial governance system provides a structure for communication among faculty, staff, students, and administration to foster participatory decision-making.

Scholarship, Research, and Creative Activity

College faculty are required to maintain contact with their academic discipline and stay abreast of best practices in their field. College faculty achieve this through participation in professional activities, service on boards of professional and community organizations, and scholarly or creative work. ([Exhibit 6.5](#))

In order to encourage faculty experimentation with regard to instructional methods, the College provides professional development funding and training opportunities as well as opportunities to present materials and/or workshops to colleagues and peers through activities like the CFT workshops. Information about professional development funds and opportunities are regularly disseminated to faculty and academic staff. The College also recognizes and rewards faculty scholarship, research, and creativity through merit awards and grants. When faculty receive funds to foster their scholarship, no restrictions are placed on their academic freedom.

Requirements for faculty scholarship are outlined in the collective bargaining agreements. College policies and procedures related to faculty research are communicated throughout the institution by the HR office.

APPRAISAL

Faculty and academic staff at CCC are dedicated to the College's mission of offering higher education to a diverse community of students. This dedication has long been seen as one of the College's greatest strengths.

Faculty and Academic Staff

At the time of the College's 2006 self-study there were concerns about whether the College relied too heavily on adjuncts, based on the then Board of Trustees' recommendation of a full-time/part-time ratio of 65/35. This issue has been addressed by an increase in new hires of full-time faculty while overall student enrollment has decreased. The College has new faculty positions in Biotechnology, Child Development, Construction Management (CM), Computer Networking and Cyber Security (Cyber), ESL/Foreign Language, Health Information Management (HIM), and Medical Assisting. Two of these positions are grant-funded and will be reviewed for absorption at the end of their respective funding periods (CM & Cyber).

The current full-time/part-time course section percentage ratio is 56/44, which is a significant improvement from the College's 29/71 ratio at the time of the College's 2011 NEASC mid-term report ([Exhibits 6.7](#)). Furthermore, under the newly formed CSCU, there is no longer clarity on any ratio compliance recommendations. As such, the ratio of full-time/part-time faculty is not a present concern.

The College currently has vacant tenure-track faculty positions. Due to current fiscal and state budget challenges, a CSCU system-wide hiring freeze was put into effect in March 2015 and will remain in place until further notice. Requests for permission to fill special need hires can be submitted to the CSCU President on an individual basis. The College will make such requests as needed and will continue to augment full-time faculty with adjuncts to ensure that there are adequate faculty to serve College and student needs.

At this time, there are adequate faculty to serve student needs and faculty workloads provide adequate support of the College mission through AR duties.

Adjuncts are integrated into College life through participation in various activities. Adjuncts attend faculty enhancement workshops sponsored by the CFT (about 12 per semester), annual adjunct orientation workshops, and a variety of activities aimed at adjunct development, mentorship, and/or assistance. Some adjuncts also develop and present CFT workshops to the faculty community. In addition, some participate in program advisory committees, department meetings, and other college-sponsored events and functions.

Because department chairs serve a minimum of 40% of their time in a management capacity, they have limited time for intensive supervision and mentoring of adjuncts. In an effort to address this, senior faculty members evaluate adjuncts as part of their additional responsibilities. All formal observations are conducted using guidelines outlined in the faculty union contracts.

To address current economic challenges and support the needs of the College's student population through curriculum enhancement and faculty enrichment, the College has continued

to seek external grant funding. The College has also received additional funding for developmental education support as a result of the implementation of Public Act 12-40.

Library

Staffing in the library has been an issue for some time, and continues to be a challenge. In 2003, the library lost one professional position to retirement and has been using part-time professional and paraprofessional staff to fill the gap. The Head of Reference librarian is on a ten-month contract, so is not working during the summer months. In addition, The Head of Instruction librarian also serves as the program coordinator for the Library Technical Assistant (LTA) program. Due to the program coordinator's duties, a percentage of her time is devoted to the maintenance and instruction in the LTA program. Staffing can also be challenging due to the size of the library. At 25,000 square feet, there must be a minimum of two professional library staff on duty at all times to adequately and safely monitor the space. Maintaining the minimum of two library staff for all hours of operation is a challenge due to instructional services offered, number of days and hours open, and coverage for meetings, illnesses, and vacation time earned. In addition, there has been a reduction in available student workers due to lack of funding, from 15 in 2008 to 3 in 2015. Student workers staff the circulation desk, assisting patrons with the check-in and check-out of materials. They also spend a portion of their time re-shelving books and "shelf-reading" to ensure that materials are organized and available to all patrons. Student workers are also used to cover during meetings that librarians and other professional library staff must attend as well as during breaks. With the reduction of student workers and the increase in requests for instruction, maintaining coverage without sacrificing service has been challenging.

Academic Media Technology

AMT's focus on academic services has been a valuable resource for faculty members in curriculum planning and instructional design for both on-campus and online delivery, although reduction in the department's staff in 2011, from six full-time positions to four, has limited its ability to respond to instructional needs.

The Information Technology department is understaffed, particularly at the Service Desk, and as a result it struggles to provide the desired level of support during staff vacations and sick days. Being understaffed also has a negative impact on the ability to adequately troubleshoot and track persistent hardware issues. However, in spite of these limitations, in a recent college-wide survey, satisfaction regarding tech support has shown very good numbers. Only 5.1% of those surveyed expressed dissatisfaction regarding promptness of response from the IT department regarding tech issues. This number goes up to 8.2% on evenings and weekends when staffing is lightest.

Diversity of Faculty and Academic Staff

College faculty is diverse. In Fall 2015, the College's full-time faculty was 41% Male, 59% Female, 15% Black, 11% Hispanic, 8% Asian, 65% White and 1% undeclared or other ethnic groups. The college relies on affirmative action plans to help ensure a diverse faculty body.

The College's current Affirmative Action Plan was approved by the CT Commission on Human Rights and Opportunities in June 2015. Consistent with the diversity goals described in the description section of this report, since September 2015 there have been five faculty position

hires: four white females and one black female. However, these hires do not address current goals, so all hiring goals are stills outstanding. ([Exhibit 6.2](#))

Faculty and academic staff enjoy reasonable contractual security, adequate salary schedules to attract qualified candidates, and opportunities for fair redress of grievances. While language on faculty workload has been largely harmonized between the two faculty unions, some differences remain. Differences include: maximum teaching overload limits, department chair pay calculations, sick time, funding for professional development, limited discretion for unilateral assignment of a 5th course in lieu of additional responsibilities by the Academic Dean, and compensation for teaching at a location other than the home campus. In addition, bargaining negotiations since 2011-12 resulted in the reoccurrence of a discrepancy in compensation for teaching online course. AFT faculty are compensated at the rate of 133% for teaching online courses, while 4C's members receive no additional compensation for the same work. Concessions related to the 2009, 2010, and 2011 SEBAC agreements were equally applied to faculty in both unions. These concessions included changes in health insurance and pension options, a three-year wage freeze (that has since ended), and a current hiring freeze. The SEBAC agreement and current faculty contracts were in effect until June 2016 ([Exhibits 6.3, 6.4, 6.8](#)).

Faculty workloads and AR duties are equitable among the faculty. In the event that workloads are not adequate or equitable, the academic dean meets with impacted faculty to resolve these issues. In the event that new courses and programs are developed, faculty may be assigned release time to work on academic projects related to these new offerings.

Effectiveness of Faculty and Academic Staff

Multiple measures point to the effectiveness of the College's faculty and academic staff. Results from the 2015 CCFSSSE survey indicated that faculty generally perceive high levels of faculty engagement and low levels of student engagement at the college. However, a comparative analysis with results from the 2015 CCSSE survey revealed gaps between faculty and student perceptions of levels of student engagement and interaction at the College ([Exhibits 6.9, 6.10](#)).

Even with these gaps, and even though results from the 2015 CCSSE survey indicated that students' perceptions of levels of student-faculty interaction at the College were slightly below the national average among all schools surveyed (46.3 vs 50), results from the College's 2014 Graduate Survey indicated that 91% of respondents reported that they were either "Somewhat" or "Very" satisfied with faculty availability outside of the classroom as shown in figure 6.1. Results from the Graduate Survey also indicated that 97% of responders were either "Somewhat" or "Very" satisfied with the overall quality of faculty instruction, and 70% of respondents reported that they were "Somewhat" or "Very" satisfied with tutoring and academic support as shown in figures 6.2 and 6.3. In addition, there is a lower percentage of students who reported that they were "Not at all Satisfied" in all three categories during the three-year period ([Exhibit 6.11](#))

Figure 6.1; Faculty Interaction Outside the Classroom

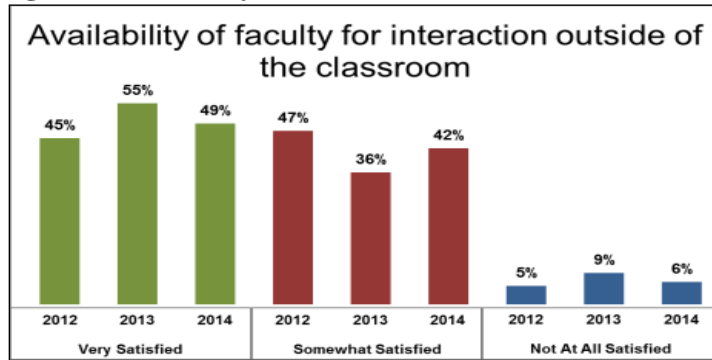


Figure 6.2 Quality of Faculty Instruction

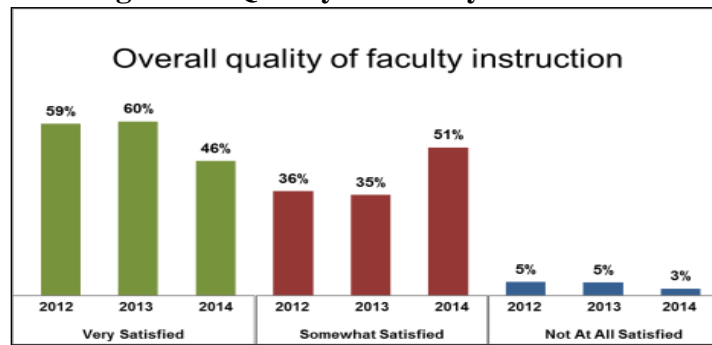
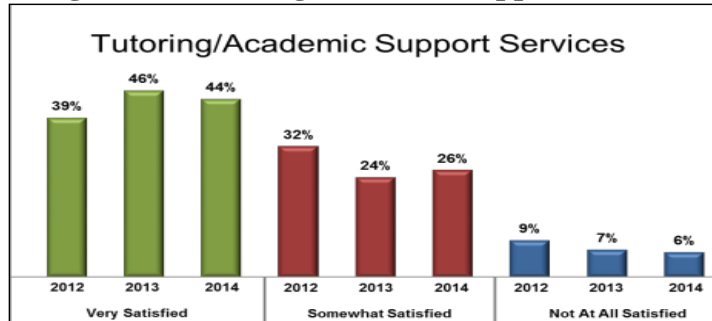


Figure 6.3 Tutoring/Academic Support Services



Student evaluations are also used to measure faculty effectiveness; however, the evaluation format changed from a paper-based system to an online system in spring 2010. Unfortunately, the student response rate for completion of these instructional evaluations dropped from approximately 90% using the paper-based format prior to spring 2010 to only 25% using the electronic format after Spring 2010. Some faculty have expressed concern that this drop may be due to the fact that since most classrooms do not provide access to computers and the Internet, students are therefore expected to voluntarily complete these evaluations outside of class. Faculty have also raised concerns about the reliability of the student evaluations due to the low response rates. The College does not have plans to return to the paper-based format at this time.

Effectiveness of faculty and academic staff has also been evidenced in the fact that the College and its faculty have sought and received multiple grant awards. In addition, faculty success in

working with diverse populations has been demonstrated by positive instructional evaluations, course and program-level assessments, and student surveys of tutoring support both in and out of the classroom. Student retention rates, course success rates, summative program assessments, and student licensure examination scores also indicate instructional effectiveness within academic programs.

Faculty are also proficient in the use of instructional technology, as evidenced by the fact that approximately 47% of all course sections offered in the 2014-15 academic year and approximately 60% of all faculty (full and part-time combined) used Blackboard in some way.

Approximately 80% of all full-time faculty have completed the ethics training that is recommended for all college employees. The remaining faculty, nearly half of which are new hires, will be encouraged to complete the training as well. Full-time faculty are also required to complete training in workplace violence awareness, sexual violence prevention, diversity, and responsibilities of being a mandated reporter. The College is in the process of providing training sessions for these areas.

Faculty academic staff participation in CFT workshops has increased from less than 100 participants in 2006 to more than 600 total participants in the 2014-15 academic year. The CFT also recently began a “Teaching Squares” initiative where groups of four faculty observe each other’s class (without formal assessment or reporting), then meet to share their experiences and provide constructive peer feedback. The CFT also maintains a “Center for Teaching Corner” in the library, which includes DVDs of all CFT workshops, so faculty can view missed workshops or show them to groups for educational purposes. Overall, these and other CFT strategies have helped enhance faculty effectiveness in the years since the 2006 self-study.

Teaching and Learning

The College and its instructional staff have developed and implemented various teaching and learning strategies to help improve student success. These include: active and adaptive learning strategies; learning communities and linked courses in developmental education; simulated patient care in allied health; inquiry-based research opportunities in biology courses; technology-based classroom level instruction and assessment; problem-based learning; interdisciplinary approaches to teaching and learning; prior learning assessments; hybrid courses; flipped classrooms; independent studies; Google hangouts; instructional enhancements using community connections; ongoing assessment of student learning outcomes; course-embedded outcomes in resiliency and core competencies; and course-embedded tutoring and academic advising. Other instructional enhancement strategies include faculty peer-interventions and workshops, pedagogical shifts, and curricular assessments to ensure content relevancy. In response to emerging research about teaching and learning methodologies, many faculty have also recently focused on increasing place-based learning opportunities in their instruction ([Exhibit 6.5](#)). As a result, a majority of CCC students now experience theater, museums, and other community resources through coursework.

Online instruction, once considered experimental, is now widely used throughout most college disciplines. However, as indicated previously, differences exist between the two faculty unions in the compensation for teaching online courses.

College faculty, especially program coordinators, utilize the assistance of the Student Services Division to advise students in their program of study, though the College is still seeking an effective way to advise all students. Various academic advising models have been piloted and assessed over the years, but most have floundered over structural gaps, insufficient funding support, and/or lack of support personnel. More recently, progress has been made in implementing a new series of advising strategies developed by a joint taskforce of the Academic and Student Services divisions. Currently, some faculty participate in at least one of these three components: Academic Advising Week for currently enrolled students, New Student Information and Registration sessions, and/or High School Partnership outreach and registration sessions. At this time, the College is in the process of developing a long-term academic advising strategy that will utilize all faculty in the academic advising of all students, regardless of degree program.

The College strives to support and protect the academic freedom of faculty as outlined in the collective bargaining agreements. While a majority of faculty reported on the recent campus-wide 2015 NEASC survey that the institution protects and fosters the academic freedom of faculty either “Well” or “Very Well”, some faculty raised concerns about how consistently faculty policies are applied and how well faculty and administration work together on issues such as protecting against grade inflation. In order to address these concerns, the College developed a task force to examine issues such as grade disputes and other relevant academic integrity issues. In addition, in the event that a faculty member feels that their academic freedoms are violated, both union contracts outline procedures that are in place for faculty to file grievances. In recent years, no such grievances or formal complaints have been filed.

In response to widespread faculty concerns in the College’s 2006 self-study about support provided by the Information Technology (IT) department (re: response time and technical accuracy of responses), the College instituted a plan to restructure the IT customer service component. This plan helped alleviate faculty discontent by increasing response time and problem resolution. (For more details, see Standard 7.)

Since the last self-study report, the college hired a permanent Institutional Research (IR) director and a full-time, tenure-track faculty member with half of her workload dedicated to IR tasks to aid in the collection of data to support faculty in program development and assessment. Technological enhancements at the College (such as the new self-service Copy Center) led the College to change the staff position that was previously designated as Faculty Secretary for the entire college faculty to an Administrative Assistant position that provides support to department chairs, program coordinators, and FT/PT faculty in their critical areas of responsibility. Faculty are now responsible to address their own routine secretarial needs, such as photocopying. The College still has faculty secretaries in the Nursing and Allied Health programs,

Scholarship, Research, and Creative Activity

Workloads of faculty and academic staff demonstrate commitment to scholarly research and creative activity, as evidenced by faculty AR documentation approved annually by the academic dean. In addition, faculty and academic staff are engaged in professional development activities supported by system-wide and College administration, such as attendance at regional and national conferences and participation in CFT activities. Each academic year, many faculty and

academic staff also apply for and receive professional development funds from their respective unions to further their scholarship. Moreover, since the 2006 self-study, 13 faculty members were granted sabbatical leave to avail themselves of opportunities to engage more fully in scholarship or to pursue advanced degrees.

Many faculty and academic staff also serve on boards of professional and community organizations, have received prestigious awards for service to their fields, and/or have contributed to publications in their academic areas. These and other contributions to academic life contribute to the intellectual vitality of the College.

PROJECTION

Faculty and Academic Staff

The College will continue to augment full-time faculty with contingent faculty until the system-wide hiring freeze is lifted and the budget outlook is favorable for hiring more full-time faculty. When that time comes, the college is expected to fill the vacant tenure-track faculty positions in the needed disciplines. Likewise, the grant-funded faculty positions in Construction Management and Cyber Security will be reviewed for absorption at the end of their respective funding periods. In each case, and as additional vacancies occur, the college will seek candidates with academic expertise and skill sets needed for teaching in an urban community college. To further ongoing integration of adjuncts, the College's CFT committee will continue to provide support and resources for adjuncts in the form of workshops, orientation sessions, peer mentoring, and other instructional enhancement strategies.

The College and the CSCU BOR will continue ongoing efforts to harmonize the AFT and 4Cs faculty contracts and achieve uniform working conditions for faculty. Negotiations are underway for the new contracts that will go into effect in June 2016.

Diversity of Faculty and Academic Staff

The College is committed to hiring qualified faculty and Academic staff who are representative of the rich diversity of the student and community population. The College works to attain the hiring goals outlined in the current Affirmative Action (AA) plan and annually submits new Affirmative Action plans to the Commission on Human Rights and Opportunities for their approval. Future affirmative action goals are expected to change every two years based on goal achievement, hiring/promotional activity, and changing occupational data.

Effectiveness of Faculty and Academic Staff

Due to projected fiscal limitations, CCC relies on external funding support to enhance effectiveness of faculty and academic staff. The College will also pursue new opportunities for funding related to faculty involvement with transfer partnerships, corporate sponsorships, and joint collaborations with sister colleges related to enhancement of teaching and learning.

The College is committed to providing support to faculty and academic staff to develop and enhance their use of relevant instructional technologies that will help motivate student engagement, advance scholarship, and enhance learning (Strategic Plan 1-2-2). The College will also encourage faculty engagement in direct work with public policy stakeholders (SP 2-3-2) and

philanthropic organizations ([SP 3-2-2](#)), hold annual focus groups and forums on important teaching engagement issues ([SP 3-1-2](#)), and create opportunities to increase student-faculty engagement outside the classroom ([SP 1-2-3](#)). ([Exhibit 6.12](#))

Program reviews, instructional observations, college surveys, program advisory board surveys, and student evaluations are currently used and will continue to be used as means of assessing effectiveness of faculty and academic staff within courses and programs. The CFT is planning to have workshop participants complete an Interest Survey at the end of each CFT workshop to evaluate instructional effectiveness of faculty presenters.

In regard to concerns related to academic integrity, a standing Academic Appeals Committee has been established and approved. This standing committee will review all student appeals regarding issues related to grades, program standing, etc. The College also plans to continue to ensure that all employees complete mandatory training in areas such as workplace violence, sexual violence prevention, diversity, and being a mandated reporter.

Teaching and Learning

The College will continue to support faculty academic staff to implement instructional strategies that foster student learning and engagement, especially in developmental and gateway courses. As described above, these strategies include active and adaptive learning; linked courses; learning communities; interdisciplinary learning; simulated instruction; inquiry-based research; problem-based learning; embedded academic advising and tutoring; hybrid and flipped classrooms; ongoing assessment of student learning; and supplemental instruction for targeted groups of students ([SP 1-1-3](#) & [SP 1-1-4](#)). Furthermore, the College is developing a comprehensive strategy to engage faculty and academic staff in efforts to expand student participation in service learning activities ([SP 2-2-2](#)) and create a task force to create, expand, and disseminate experiential learning opportunities for students ([SP 1-2-1](#)). In order to support faculty and academic staff participation in these activities, the College will provide training on place-based pedagogies and support the incorporation of place-based pedagogies into a variety of academic courses and programs ([SP 2-2-3](#)). ([Exhibit 6.12](#))

In response to the PA 12-40 legislation, the College plans to enhance instruction in developmental and gateway courses by revising writing curriculum to help ease transition from developmental to credit courses; using Statway and Quantway courses to ease math sequencing; and conducting faculty peer-interventions and workshops to enhance teaching and learning innovations. Faculty and academic staff training related to the use of its new 21st Century Classrooms will be utilized to help instructors engage students in highly interactive learning and interface with students and other instructors using multimedia technology over the Internet.

The College's new Academic and Student Services Advising Taskforce will support faculty and academic staff to design and implement high-touch advising strategies that will incorporate student progression and student completion data to better advise students through programs of study ([SP 1-3-1](#)).

To facilitate improved and increased use of assessment data, the College's Assessment Team will engage faculty and academic staff in activities to collect and analyze student performance data, identify obstacles to student learning, and develop curricular and pedagogical solutions to improve student performance on targeted competency outcomes (SP 3-3-2).

Scholarship, Research, and Creative Activity

The College's strategic plan, ongoing professional development support, and pending grant-funded initiatives will continue to address impediments to instructional creativity and experimentation by providing additional funding and reassigned time for faculty. The College will also develop strategies to identify and share grant opportunities with faculty and academic staff as well as expedite the process for completion and submission of grant proposals (SP 3-2-1). In addition, the College will invest in strategic professional development activities centered on increasing faculty and academic staff awareness, understanding, and engagement in student success initiatives (SP 3-3-1).

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)
? Number of Faculty by category				
Full-time	71	69	74	66
Part-time	324	294	254	195
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	395	363	328	261
Percentage of Courses taught by full-time faculty				
	44.7%	47.20%	49.2%	47.60%
? Number of Faculty by rank, if applicable				
Professor	30	31	31	28
Associate	8	9	13	14
Assistant	15	16	20	19
Instructor	7	5	4	2
Other; specify below:	335	302	260	198
Total	395	363	328	261
? Number of Academic Staff by category				
Librarians	5	5	4	5
Advisors				
Instructional Designers				
Other; specify below:				
Total	5	5	4	5

Please enter any explanatory notes in the box below

Academic Staff: Advising and Instructional Design is almost always performed by college faculty.

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**

		3 Years Prior 2012-2013	2 Years Prior 2013-2014	1 Year Prior 2014-2015	Current Year 2015-2016
Highest Degree Earned: Doctorate					
Faculty	Professor	8	7	6	10
	Associate	1	1	4	5
	Assistant	3	4	5	2
	Instructor	2	1	0	0
	No rank	1	1		1
	Other	0	0	0	0
	Total	15	14	15	18
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
Highest Degree Earned: Master's					
Faculty	Professor	22	24	24	18
	Associate	7	8	8	9
	Assistant	11	11	14	16
	Instructor	5	4	6	2
	No rank	10	7	6	2
	Other	0	0	0	0
	Total	55	54	58	47
Academic Staff	Librarians	4	4	3	4
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	1	1	1	1
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	1	1	1	1
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
Highest Degree Earned: Professional License					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	0	0	0	0
Academic Staff	Librarians	1	1	1	1
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
	Other; specify*	0	0	0	0
* Please insert additional rows as needed					

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (Fall 2012)		2 Years Prior (Fall 2013)		1 Year Prior (Fall 2014)		Current Year (Fall 2015)	
		FT	PT	FT	PT	FT	PT	FT	PT
P	Number of Faculty Appointed								
	Professor	0		0		0		0	
	Associate	0		0		0		0	
	Assistant	2		5		5		6	
	Instructor	2		1		0		1	
	No rank								
	Other								
	Total	4	0	6	0	5	0	7	0
P	Number of Faculty in Tenured Positions								
	Professor	29		29		28		26	
	Associate	5		4		2		3	
	Assistant	0		1		0		0	
	Instructor	0		0		0		0	
	No rank								
	Other								
	Total	34	0	34	0	30	0	29	0
P	Number of Faculty Departing								
	Professor	0		0		2		0	
	Associate	0		0		0		0	
	Assistant	1		2		0		3	
	Instructor	0		0		0		0	
	No rank								
	Other							1	
	Total	1	0	2	0	2	0	4	0
P	Number of Faculty Retiring								
	Professor	2		1		1		3	
	Associate	0		0		0		0	
	Assistant	0		0		0		1	
	Instructor	0		0		0		0	
	No rank								
	Other							4	
	Total	2	0	1	0	1	0	8	0
Fall Teaching Load, in credit hours									
Professor	Maximum	18.00				18.00			
	Median	13.00				13.00			
Associate	Maximum	18.00				18.00			
	Median	13.00				13.00			
Assistant	Maximum	18.00				18.00			
	Median	13.00				13.00			
Instructor	Maximum	18.00				18.00			
	Median	13.00				13.00			
No rank	Maximum								
	Median								
Other	Maximum	18.00	8.00			18.00	8.00		
	Median	13.00				13.00			

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	(Fall 2012)		(Fall 2013)		(Fall 2014)		(Fall 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
ACC*	2	1	2	3	2	2	1	3
ANT*	1	0	0	0	0	0	0	0
ARC*		3	0	3	2	1	1	2
ART*	1	5	1	6	1	5	1	5
BBG*	3	1	3	0	4	0	4	1
BFN*		0	0	1	1	2	0	1
BIO*	6	21	7	22	6	20	6	18
BMG*	1	2	1	2	2	0	2	0
BMK*	1	2	1	2	2	0	2	0
BOT*		2	0	2	0	0	0	0
CAD*		0	0	1	0	1	0	1
CHE*	1	10	2	9	1	7	1	7
CHI*		0	0	0	0	0	0	1
CJS*	2	4	2	6	2	3	2	3
COM*	1	5	1	3	1	3	0	5
CSA*	5	15	5	12	5	12	4	11
CSC*	2	1	2	1	2	1	3	1
CST*	3	2	3	2	4	2	2	2
CTC*		0	0	0	1	0	0	2
ECE*	2	7	2	5	2	5	2	6
ECN*		4	0	3	0	3	0	3
EMR*		0	0	0	0	1	0	1
EMT*	1	6	0	6	0	6	0	5
ENG*	5	44	5	41	5	30	6	28
ESL*	2	6	2	5	3	5	3	5
FTA*		2	0	1	0	2	0	2
GEO*		1	0	1	0	0	0	1
HIM*		0	0	1	1	0	1	0
HIS*		10	1	8	2	5	1	4
HSE*	1	1	0	0	0	0	0	0
IDS	1	7	1	8	0	8	1	5
LIB*		1	0	1	0	1	0	1
MAT*	6	30	6	26	7	21	6	20
MED*	1	2	1	3	1	6	2	2
MUS*		5	0	5	1	4	1	4
NUR*	10	30	15	26	13	28	15	28
PHL*	1	1	1	1	1	1	0	3
PHY*	1	0	1	0	1	0	0	1
POL*		5	0	5	0	4	0	4
PSY*	3	16	3	14	3	14	3	13
PTA*		1	0	1	0	1	0	0
RAD*	1	1	1	2	1	2	1	2
SOC*	2	14	3	9	3	7	2	10
SPA*	1	7	0	8	1	8	1	6
THR*		1	0	1	0	1	0	1
WL	16	7	15	1	18	3	20	1
Total	83	283	87	257	99	225	94	219
Please enter any explanatory notes in the box below								
Used course "Subject" as academic unit.								

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty				
	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	39	174	213	213
Male	27	115	142	142
White	45	175	220	220
Black	10	80	90	90
Hispanic	7	24	31	31
Asian/PI	4	10	14	14
American Indian	0	0	0	
Academic Staff				
	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	36	52	88	88
Male	21	29	50	50
White	28	40	68	68
Black	17	21	38	38
Hispanic	10	13	23	23
Asian/PI	2	7	9	9
American Indian	0	0	0	
Please enter any explanatory notes in the box below				
Academic Year 2015-2016 (as of 10-15-2015) Lines 15-21 Includes ACL's, management; excludes classified such as clerical, accounting, public safety, maintenance				

STANDARD SEVEN: INSTITUTIONAL RESOURCES

DESCRIPTION

HUMAN RESOURCES

Capital Community College employs sufficient and qualified personnel to fulfill its mission. The College accomplishes this through implementation of a minimum qualification standard when hiring unclassified staff and faculty, based on a policy that was adopted by the former Board of Trustees in 1996. The purpose of this standard is to provide definition and establish parameters which supplement the classification and minimum qualification structures and policies adopted by the CSCU BOR. These guidelines are also intended to complement the BOR's status as an equal employment opportunity/affirmative action employer. The BOR also recognizes alternate and non-traditional means for acquiring the knowledge, skills and abilities required to successfully perform. The guidelines articulate both traditional qualifications and methods of recognizing alternate qualifications. The BOR permits the use of the equivalency and exception provisions of this policy to meet the unique demands of any particular position and/or respond to labor market conditions. The presidents may approve appointments which constitute equivalencies. Appointments that constitute exceptions to the established minimum qualifications are subject to approval by the BOR.

By definition, minimum standards are the entry requirement established by the BOR for unclassified positions. The generic classification and minimum qualification structures establish broadly applicable minimum criteria which can be tailored to meet the needs of the College and the position. Exceptions refer to cases in which the candidate does not possess the threshold degree required, but does possess unique qualifications which prepare him/her to successfully perform the duties of the position. An appointment is also considered an exception where the candidate has the degree but does not have the requisite quantity of experience. Exception appointments are subject to the approval of the BOR. Equivalencies (which pertain to faculty appointments only) refer to the recognized standards for equating experience, education, or credentials to the experience requirement of the approved minimum qualifications. An appointment is considered an equivalency where the candidate possesses the threshold degree required, but because he/she lacks the precise experience required for the job, other experience or additional degree(s) above the threshold are considered. Equivalencies may be authorized by the president and do not require BOR approval ([Exhibit 7.1](#)).

The human resources policies of the College are readily available and are periodically reviewed. As part of the orientation process, the HR department provides a number of policies that pertain to employment at the College. The newly hired individual is asked to sign each policy to insure they have read and understood it at the time of the orientation. These policies are listed on an orientation checklist. Employees are also required to attend a number of training programs designed to provide clarification and detail to critical policies at the College, the BOR, and the State of Connecticut. These programs are listed below:

- State Mandated Diversity Training (3-hour minimum, face-to-face)
- Prevention of Workplace Violence (2-hour, face-to-face)
- State Ethics Policy Training (online)
- State Mandated Reporter Training (2-hour, face-to-face)

- Prevention of Sexual Harassment for Supervisors (face-to-face)
- Prevention of Sexual Violence on Campus (online)

Throughout the course of the year, various reminders of policies are emailed out to staff and faculty. While not all of the policies are online, some are on the College HR website. With the redesign of the College website, it is the intent to have all College policies accessible on the Web. BOR policies are currently available on the BOR website. ([Exhibit 7.2](#))

The terms of employment are outlined in the notices of appointments that each employee is required to sign. In addition, the collective bargaining agreements provide for clear terms of employment and are distributed during new employee orientation. Compensation is awarded based on a structure that is negotiated through the collective bargaining process and is approved by the BOR. The institution employs effective procedures for the regular evaluation of its employees; the standards are negotiated and timetables are outlined in the collective bargaining agreement. The institution ensures that sufficient opportunities for professional development exist for administrators, faculty, and staff; this process is outlined in detail in the respective collective bargaining agreements.

FINANCIAL RESOURCES

CCC is a financially stable institution that allocates its resources to achieve the college's mission and vision. During the past several years of the state's economic downturn, the College has maintained a level of quality education at the same time managing financial constraints.

Financial Structure

Under the CSCU BOR, established in 2011 by Public Act 11-48 and described in Standard Three, the financial stability of the College is dependent upon the following sources of revenue:

General Fund: The College receives an annual allocation from the BOR. The allocation is determined by a fund distribution model which is based on the following components:

1. Base Funding component - a fixed amount of 2.15M for each college.
2. Variable funding component – additional funding for items including manufacturing programs, new facilities and leases, additional faculty and counselors.
3. Fundable Enrollment – calculated by using a three-year rolling average FTE enrollment.

Operating Fund: The Operating Fund is composed of tuition and fees from credit and noncredit courses and from other sources such as continuing education courses, summer and winter session courses, bookstore revenue, facility rentals, and contracted services. The revenues collected in the Operating Fund are controlled by the College.

Grants and Foundations: The College receives grants from federal and state agencies and from private foundations such as the Hartford Foundation for Public Giving and the Capital Community College Foundation. The College also receives funding from the corporate community including the Guardian and Travelers/St. Paul.

Bond Funds: The legislature appropriates funds to the College for capital expenditures such as building, building improvements, information technologies, equipment, and other special projects.

Using the resources available, the College develops a plan for the allocation of funds to specific budgetary categories responding to the guidelines of the College's strategic plan. The commitment of those resources among programs and services reflects appropriately the mission and goals and priorities of the institution. As part of the annual budget process, the College earmarks projected fringe benefit cost savings, which ranges from \$500,000-\$700,000, for unanticipated outlays. Setting aside these savings also ensures the College has the financial ability to graduate all students without interruption.

Financial/Contingency Planning

The College does not have direct authority to raise tuition or fees for credit instruction, since such action is reserved by the BOR. The College has the authority to establish fees for non-credit instruction and services.

The College budget is programmed to ensure that unrestricted net asset balances are maintained at zero, except as necessary:

- a. to ensure that sufficient unrestricted net assets are available to cover outstanding encumbrances,
- b. to maintain the required current asset to liability ratio, and
- c. as otherwise permitted in this policy.

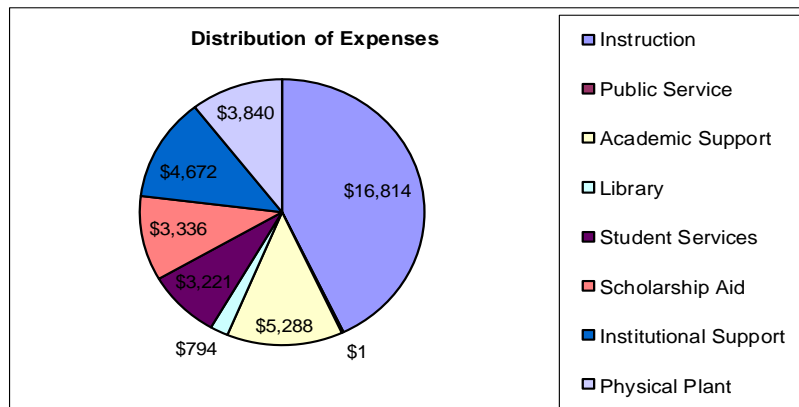
Whenever unrestricted net assets fall below the required level, colleges and/or system budgets are programmed to reach the required level within the succeeding three years. Colleges at or below the required level must obtain BOR president approval to draw down the unrestricted net asset balance.

College and system budgets are managed to ensure that the balance sheet ratio of unrestricted current assets to unrestricted current liabilities at each college and for the system as a whole is maintained at a level to be determined by the president of the BOR, sufficient to cover all short-term obligations and to provide short-term financial flexibility to cover additional temporary obligations resulting from fluctuation in operations or in available budgetary resources. Current assets so utilized to provide short term financial flexibility are not intended to support continuing obligations beyond one year; continuing resource needs which extend beyond one year should be met through new recurring revenues or existing expense reallocation or reduction.

Expenditures

The expenditures of the College reflect its mission to promote student success by providing appropriate and adequate resources. Overall, approximately, \$22,102,000.00 (58 percent of expenditures) are allocated for instructional and academic support. As shown in Figure 7.1, these support expenditures include instruction (44%) and academic support (14%). Additional student support in the categories of student services (8%), library (2%) and scholarship aid (9%) increase the total allocation of academic related expenditures to 77 percent.

Figure 7.1: Disbursement of College Expenditure



(in thousands)

Fiscal Policies and Procedures

The College adheres to regulations, policies, and statutes as prescribed by the State Comptroller, BOR, and State Legislature. The Community College System has an integrated record-keeping system called BANNER. This system, along with state approved control procedures, ensures timely and accurate fiscal information. There is an online approval process for purchase orders, although the requisition process is still manual. Budget versus expense information is available online in real time. The BANNER system flags any purchases or payments that are over budget as non-sufficient funds (NSF) and only authorized approvers have access to override the NSF and complete the purchase order or approve payment of an invoice coded to an overspent budget organization code. To maintain fiscal controls, the business office prepares monthly budget/expenditure reports for all the College departments to review.

CCC implements financial aid policies and practices that provide students the opportunity to apply for federal, state, and institutional aid. The institution’s student online information system allows students to access the Financial Aid Office at any time. Students can also attend regularly scheduled workshops or meet one-on-one with an aid administrator. As a result, many students who meet the eligibility requirements receive their aid awards prior to the beginning of a semester. This enables them to enroll for classes without having to take on an unnecessary financial burden. The number of students applying for and receiving financial aid awards is reviewed on a monthly basis. At the end of every year, the final data is analyzed to ensure the effectiveness of policies and practices.

Budget Process

All constituencies of the College are involved in the budgetary process in order to best reflect the mission and objectives of the College within the financial framework of available funds. The College budget process falls under the control of the Dean of Administration, who, after setting aside sufficient funding for fixed costs, analyzes budget authority requests for annual funding of operations. This information is compiled and presented to management for review and to the president for final approval. Each dean is ultimately responsible for the administration of his/her area’s budgets, with final authority resting with the president.

During the fiscal year covered by the budget, it may be necessary to increase and/or decrease funding levels for an operational area. Such changes are initiated by the affected dean with a modification request, reviewed and approved by the president and immediately put into place. The president and deans have flexibility to react to campus situations and to take steps to ensure fiscal stability.

Audit

The College is audited annually by an external auditing firm in accord with the generally accepted auditing standards for colleges as adopted by the American Institute of Certified Public Accountants. The BOR contracted with Price Waterhouse Coopers to audit all 12 of the Connecticut State Community Colleges, the four Connecticut State Universities, and the System Office's fiscal records for compliance with the Governmental Accounting Standards Board. The College is also audited annually by the state Auditors of Public Accounts, ensuring that state accounting practices are adhered to properly. All audit and compliance findings are discussed with senior management. Senior management ensures that corrective actions are established and implemented.

Foundation

The College Foundation is a Connecticut non-profit corporation chartered on May 24, 1985. Its mission is to support Capital Community College in all its endeavors. In 2001, the Foundation and the College's Regional Advisory Council merged and its mission and goals were revised to:

- Establish annual and long-term goals for institutional advancement.
- Raise funds for scholarships, facilities and equipment, books and educational materials, and faculty and curriculum development.
- Serve as a prudent and effective steward of annual, endowment, and capital gifts donated to the College.
- Increase awareness of the College and promote broad public participation in its educational, cultural, and community activities.
- Advise and support the president in the development of credit and credit-free programs that are consistent with the goals of higher education in Connecticut.
- Advise and assist the BOR to meet the educational and training needs of business, industry, and communities.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

The library, the Academic Media Technology department, and the Information Technology department constitute the College's information resource centers. Their mission is to provide resources and services, both on campus and remotely, that enhance student learning, institutional inquiry, and instructional activities. Each of the resource centers contributes to the College mission by maintaining "support services that enable students to develop academic and professional skills that equip them for ongoing challenges and opportunities" and by "fostering a student-centered environment committed to learning and teaching."

Library Resources and Access

The mission of the Arthur C. Banks, Jr. Library is to provide for the information needs of the students, faculty, and staff of CCC. In support of curriculum-based learning, lifelong learning, and information literacy, the library provides a broad range of services, which include

circulation, reference or research assistance, information literacy instruction, and access to academic materials and technology.

The library is located on the 5th floor of the building and is approximately 25,000 square feet. It includes the research assistance/reference desk, a large circulation area, a technical services and interlibrary loan processing area, a quiet study area, a journal and magazine reading room, nine group study rooms each equipped with a computer with LCD screen mounted on the wall and a whiteboard, and an instructional computer lab. The library has a total of 65 computer workstations that students may login to with their Banner ID and password combination. Students use these computers for internet access, including Blackboard and library database access, and Microsoft Office. The library instruction lab contains a teacher's workstation and 21 computers that are used by students for hands-on library instruction and also includes a special workstation for visually-impaired students.

The library collection consists of over 43,000 print books, over 136,680 electronic books, 152 periodical subscriptions, and a collection of videos, DVDs, CDs totaling nearly 4,500 items. The library also offers 30+ anatomy models (realis) that students may reserve for in-library use. In addition, the library maintains a heavily-used reserved shelf which includes a collection of expensive and popular textbooks, as well as faculty requested items for students to use on a two-hour time limit in the library.

In addition to print resources, there are 50+ online databases covering a variety of fields and material types (academic journals, magazines, newspapers, etc.). A full list of databases is available, and students are able to access all databases remotely via proxy server, both on and off campus 24 hours per day, 7 days a week. The databases are selected and deselected based upon their relevance to current academic programs and usage statistics.

CCC staff and students benefit from the library's memberships in national and statewide consortia and resource-sharing networks. For the last several years, the Arthur C. Banks, Jr. Library has provided access to a statewide library catalog, called reQuest. The funding for reQuest, supported by the Connecticut State Library, was cut in the summer of 2015. This service allowed library staff to search for resources among all public libraries in the state of Connecticut. The State Library, through the Division of Library Development, is currently partnering with Bibliomation to implement a new union catalog and interlibrary loan system by 2016. The library website provides access to regional and state resources (iCONN), and expanded access to print materials is available through interlibrary loan. In addition, the Arthur C. Banks, Jr. Library participates in the Council of Connecticut Academic Library Directors (CCALD) Reciprocal Borrowing Agreement. This agreement provides faculty and staff borrowing privileges among thirty-three academic libraries in the state of Connecticut. Library resources are available to students nationwide through the OCLC network.

Tables 7.1 and 7.2 highlight total circulation and renewals, and interlibrary loan statistics:

Table 7.1: Circulations and Renewals

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Circulation and Renewals</i>	8229	12190	11141	8823	TBD

Table 7.2: Interlibrary Loan

	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>Materials Provided to Other Libraries</i>	144	153	123	97	TBD
<i>Materials Received from Other Libraries</i>	126	128	109	95	TBD

The library currently utilizes the Endeavor Voyager integrated online library system (ILS), and is part of the CSCU system. The group of CSCU Library Directors, which meets monthly, is currently involved in a process to implement a new integrated library system (ILS) system, which will be utilized at all 17 CSCU institutions.

Library Budget

The library materials budget is used to purchase a broad range of relevant, current and authoritative learning resources in a variety of formats, including books (both circulating and reference), electronic databases, DVDs, periodical subscriptions, and supplies, as well as to cover consortium costs and the integrated library system (ILS) annual subscription fees.

Table 7.3 below illustrates the library materials budgets for the past five years.

Table 7.3: Library Materials Budget per Fiscal Year

	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
<i>Budget</i>	\$111,810	\$108,455	\$96,200	\$103,500	\$101,000

Other Information Resources: Academic Media Technology Department

The Academic Media Technology Department follows system policy and federal law prohibiting the duplication of copyrighted media materials such as videotapes, CD-ROMs, DVDs, web files, printed materials, images, or motion pictures. Exceptions are made in special cases: when the College itself is the copyright holder; if the requestor has obtained written permission from the copyright holder; or if the material is no longer available and the College's copy is deteriorating or is stored on an obsolete media format. The College follows fair-use/educational-use practices when purchasing materials for classroom presentation.

Other Information Resources: The Information Technology Department

The Information Technology Department (IT) is responsible for the selection, installation, and maintenance of administrative and academic hardware, user support, wireless network support, and telecommunications. Information Technology Services operating hours are from 8:00 a.m. to 8:00 p.m., Monday through Thursday; until 7:00 p.m. on Fridays; and 8:00 a.m. to 3:00 p.m. on Saturdays. Computer labs on the sixth floor are available for independent study between 7:30 a.m. to 9:30 p.m., Monday through Friday and 8:00 a.m. to 3:00 p.m. on Saturday, based on the

academic scheduling of the rooms. Computer labs and classrooms are opened and closed by Public Safety during business hours ([Exhibit 7.3](#)).

The IT department maintains specialized software for Nursing, Science, and Continuing Education departments, and it supports software programs for the visually impaired, auto-cad, and wireless laptops. Software for student and faculty use is purchased via site license. The largest site licenses are Microsoft Campus Agreement and Adobe products. Students have restricted logon rights, which are determined by PC location. For example, students are allowed to log on in labs but not on computers located in faculty and staff offices. The College follows system-wide policy governing acceptable use of technology systems ([Exhibit 7.4](#)). Via e-mail, the IT Department notifies faculty and staff of policies and procedures that respond to illegal or inappropriate uses of technology. Upon logging on to a PC, users may see additional timely warnings. Warnings are also displayed when logging in to the Banner software.

The IT budget is developed in conformity with College operational priorities, and yearly allocations are adequate to meet operational goals. Allocations are bolstered by bond funding for infrastructure upgrades and capital computer equipment.

The department consists of a service desk and an operational component, including a coordinator of Academic /Administrative Information Technology Systems acting as a liaison to college departments. It is staffed by a director, an interim Network manager, a coordinator of Academic/Administrative Information Technology Systems, two full-time level-two technicians, one devoted to information security and the other to endpoint configuration and maintenance. The service desk is staffed by a coordinator, two full-time level-one technicians and one 17 hour EA for a total of 8.5 individuals. The IT help desk can be reached by telephone or email 61 hours per week, including evenings and Saturdays. The Customer Service Response Procedure is illustrated in the following table:

Table 7.4: IT Customer Service Response Procedure

Support Levels	Description	Estimated Response Time
Level 1	Loss of network access or a computer lab in server functionality.	Within one business hour
Level 2	Loss of capability to perform job duties but confined to a single department or user.	Within 4 business hours
Level 3	Isolated computer and computer-related type equipment or software issues and multi-function privilege setups.	Within 5 business days
Level 4	Installations that are time sensitive to engage in a planned activity.	Within 2 weeks, or agreed-upon time
Level 5	Other improvements, upgrades, or installations (software or hardware) where there is no hindrance of key activities.	Best effort as time allows

During peak times, typically at the beginnings and ends of semesters, the estimated response time may increase. If response time exceeds the estimate by more than two business days, the help desk will provide a specific appointment time within one business day. Other deviations from the response times described above may be due to staff leave or unusual demand. In general, problems related to academic instruction receive highest priority, with the exception of major student and administrative events and time-sensitive projects.

Both short- and long-range informational technology planning is handled by the IT department. The Capital Technology committee, which was formed in 2012 and is a part of the formal governance structure, is responsible for input on strategy and management of input from all college departments.

Physical and Technological Resources

CCC has occupied its downtown Hartford campus since the fall semester of 2002. The Main Street location has allowed the college to establish beneficial relationships with Hartford's business and cultural community. The campus features classrooms, labs, and other learning spaces with multimedia instructional presentation systems and WiFi internet connectivity. Free parking is available to all faculty, staff, students, and visitors in the City of Hartford's Morgan Street Garage, located across Market Street at the rear of the building. All entrances to the College offer handicap accessibility.

The College occupies approximately 40% of the building, sharing it with 960 Main LLC, a private developer. The campus has 248,365 assignable square feet (ASF) dispersed among 11 floors of contiguous space in the front part of the building along Main Street, and includes 5,913 ASF on the Talcott Street level in the rear part of the building along Market Street. The campus contains 37 classrooms and 41 laboratories (including art studios, and laboratories for science, nursing, paramedic and health careers, early childhood education, language, and computers) with a total capacity of 2,639 seats for students. Specialized spaces include the Academic Success Center, Math Center, Writing Center, Center for Language and Culture, Early Childhood Education Center with Laboratory School, the library, the Information Technology Center, and the Academic Media Production Center. Other functions are served by the Welcome Center, the Veterans Oasis, two art galleries, the mailroom, bookstore, cafeteria, and dedicated spaces for departmental offices, support, and storage. Spaces for more general use include the main lobby, the community room, the 300-seat auditorium, several student activities offices and recreation rooms, the employee lounge, and many small conference rooms.

A five-story atrium cuts through the heart of the campus from the seventh floor to the roof. At the base of the atrium lies the College cafeteria and internet café, part of the seventh floor Student Union space, which also includes student activities offices, student club space, TV room, game room, and the College bookstore. Faculty and staff offices circle the atrium on floors eight, nine, ten and eleven. A glass skylight tops off the atrium, creating a dramatic interior space, and allowing natural light into the upper floors of the campus. Five passenger elevators carry people through the vertical campus on the south side of the building, along with one larger passenger/freight elevator on the north side.

Newly renovated public and student spaces on campus reflect a response to student needs.

- Café seating and a lounge area in the main lobby provide space for students to relax between classes.
- Casual and convenient seating in the student services area on the second floor offers comfortable spaces for students to wait during start-of-semester registration processing periods.
- A Veterans Oasis Center on the fourth floor provides academic support and a place to study and socialize for military veterans in the College community.
- Student Union renovations include colorful lounge-style furniture and large-screen televisions and information monitors added in the cafeteria, a new flexible meeting/presentation room for student organizations, and a new gaming room.

The College recently upgraded its interior electronic signage system. On each floor, flat screen video monitors display campus information and announcements that are remotely programmed and scheduled with various messages. This contributes to the unification of the eleven-floor, vertical campus.

Throughout the College campus, classrooms and laboratories feature an instructor's station with a built-in multimedia presentation system. Various audio-visual materials (PowerPoint slide shows, internet web pages, computer documents, videos, textbooks, newspapers, graphing calculators, etc.) can be presented on a large-screen projection system with ceiling-mounted speakers. Auxiliary inputs allow for integration of additional equipment (laptop computers, mobile devices, tablets, etc.). Science laboratories feature video microscopes, which also display on the presentation systems. Presentation systems are also installed in other academic support areas, such as the Academic Success Center, Math Center, ESL Language Lab, small group tutoring rooms, Academic Dean's and President's conference rooms, the community room, and the auditorium. Online and hybrid courses use the Blackboard Learn online course management system to deliver course content and provide interaction. Blackboard is fully integrated with the Banner system for student and faculty enrollment data, as provisioned by the BOR for all seventeen CSCU institutions.

Instructional technology features of classrooms and labs continue to grow in response to educational needs. New specialized teaching environments and upgrades to general classroom systems have included:

- The installation of a new presentation system in the Piano Lab, which previously had no instructional technology whatsoever.
- Upgrades to the system in the Physics Lab, adding more displays to improve visibility for students in a wide classroom, where some sightlines were distant or impaired.
- The addition of a METIman interactive simulation manikin and replay system in the EMT/Paramedic Lab, for remote observation and recording of simulation activities, improving instructional capabilities in the program.
- The upgrade to SimMan3G human patient simulator in the nursing labs, increasing simulation activities for students in the nursing program.
- Integration of a SMART interactive white board in the Early Childhood Education Center, where students are educated to teach in pre-K through third-grade school environments featuring this type of technology.

- The design and renovation of a new Learning Studio, a student-centered active-learning environment. This room features a state-of-the-art multimedia system with several displays and support for wireless mobile devices, decentralizing the traditional lecture-style classroom configuration.

The College campus features a robust computer network with Wi-Fi access throughout the building for current students, staff, faculty, and guests conducting official college business. Fully automated account provisioning (initiated by the hiring process for staff and faculty and by the admissions process for students) provides single sign-on access to all network resources such as computers and software, Wi-Fi, myCommNet, Blackboard, and email.

The Academic Media Technology department (AMT) monitors use of instructional audio-visual technology in classrooms and labs, and conducts routine preventative maintenance visits during summer and winter breaks. Equipment upgrades and replacements depend upon instructional needs, equipment failures, obsolescence or end-of-life schedules, and budget allowances.

AMT consists of four full-time staff members who operate out of a facility that features a 1,792-square-foot television production studio, TV control room, off-line video editing suite, and office and storage space. Other services provided by AMT include faculty support of the Blackboard Learn online course management system, course design, and production of instructional multimedia materials for use in the classroom and online environment.

Classroom furniture is a mixture of tablet armchairs, mobile pod chairs, loose tables and chairs, and fixed seating/table arrangements. Furniture in laboratories is appropriate to the respective discipline (science, chemistry, nursing, art, etc.).

Science laboratories include two anatomy and physiology labs, two biology labs, a microbiology lab, two chemistry labs, and one physics lab. There is a cold room for storage of perishable reagents and other materials that require low temperatures. The labs and several related preparation and storage rooms contain the necessary equipment, supplies, and relevant safety equipment. For nursing, the College's largest academic program, faculty and students use three nursing laboratories on the eighth floor for instruction, practical skill application, and critical thinking labs. The labs contain up to 21 bedside stations with mannequins, accommodating 65 students each lab day. The labs are equipped with a wide range of specialized equipment.

Full-time maintenance staff include a building supervisor, two skilled maintainers, a supervising custodian, and two full-time custodians. Although this department is responsible for maintaining the building and grounds, 90% of custodial services are outsourced to contract cleaners. Removal of hazardous materials is managed by a chemical hygiene officer in the Mathematics and Science department, and is conducted in accordance with legal requirements through an environmental and hazardous waste management service company.

The College purchases chilled water and steam from Hartford Steam Boiler. There are no chillers or boilers within the campus. Eleven air handling units supply heating and cooling to twelve floors, with 334 variable air volume units located throughout the building. Individual heating and cooling in each room is controlled by computer and scheduled for maximum efficiency of the system.

The Public Safety Operations Office and Master Sergeant's Office are located in the first floor lobby near the Main Street entrance. Public Safety staff include a police master sergeant, one police officer, and five building and grounds patrol officers. Presently, there are two vacant positions for police officers. All public safety personnel have CPR and First Aid certification, and several are certified in the operations of automated external defibrillation equipment. The Public Safety Operations area has a state-of-the-art security system with CCTV cameras monitoring every floor of the campus, and the ability to monitor doors and emergency phones. Each September, in compliance with the Clery Act of 1990, the department publishes and distributes its annual Clery Report, detailing campus security policies and crime statistics for the previous calendar year.

The information technology system's reliability is ensured by limiting single points of failure and by use of backups of essential data on file servers. Systems are maintained on a regular basis with required updates and patches applied on a regular cycle. Data security is provided by requiring all users to have active accounts on the College systems and requiring logons to all IT resources, with the exception of library reference terminals. System reliability is also ensured by controlling physical access to sensitive areas such as data closets and server rooms. In addition, screen savers on all staff and faculty PCs are set to engage after a period of inactivity and require logon credentials to resume the session.

Physical and technological resource planning at the College responds to the identified needs of specific departments, as guided by the College's Campus Master Plan and the Strategic Plan.

APPRAISAL

HUMAN RESOURCES

The Human Resources department (HR) keeps staff and faculty informed of recent changes and updates to benefits, retirement, and employment requirements across the college. Much of the communication to employees is conducted via email and this is done to ensure that all employees are notified, regardless of their work schedules. In addition, there is HR information posted on the electronic bulletin boards as well as the HR website.

FINANCIAL RESOURCES

Capital has not lapsed in any of the general funds and the College operating fund currently maintains the level of reserves as required by the BOR. At the end of fiscal year (FY) 2013, the College had an unrestricted reserve surplus of \$2.6 million. At the end of FY 2014, the surplus was \$3.0 million.

Total operating revenues for FY 2014 were \$15.87 million, a 4.2% decrease from FY 2013. The decrease is due in part to decreased total full-time equivalent enrollment in FY 2014 by 403 fewer students than in FY 2013. Although operating revenue was down in 2014, the College was

able to increase its reserve surplus by prudent budgeting and the receipt of an insurance claim in the amount of \$242,000.

The Continuing Education division added \$1.9 million to total operating revenues for FY 2014.

Federal grants and contracts decreased by \$93,000 in FY 2014. Specifically, the Pell grants, a need-based award (dependent on income), decreased \$146,000 as a result of lower enrollment. The College awarded federal aid to 174 fewer students in FY 2014 than FY 2013. Increases in grants in the academic support area such as the TAACCCT federal grant helped offset the overall decrease in grant funding. TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less. (Figure 7-2 provides additional data regarding sources of college revenue).

State and local grants and contracts decreased significantly when the Connecticut Aid to Public Colleges Program was replaced with the Governor Scholarship Program. The new program parameters adversely impact the eligibility of part-time students. The State Grants were \$1.5 million in FY 2013, down 55% in FY 2014 to a total of \$673,000.

CCC's non-operating revenues in FY 2014 were up by \$2.4 million to \$20.2 million, a 13.40% increase from FY 2013. The majority of the increase is in fringes; this amount held and paid directly by the state on behalf the College, were \$8.2 million in FY 2014, up 27% from \$6.48 million in FY 2013.

The general fund appropriations comprised 55.95% of the colleges total revenue resources, this amount includes \$655,000 in bond funding. Tuition and fee gross revenues is 35.92% of the total revenues.

Figure 7.2: Sources of College Revenue



Financial/Contingency Planning

In these uncertain economic times in the State of Connecticut, Capital continues to be financially sound and fiscally stable and solvent. However, a growing dependence on revenue from student tuition and fees leaves operations more vulnerable to fluctuation in enrollment than it has been in the past.

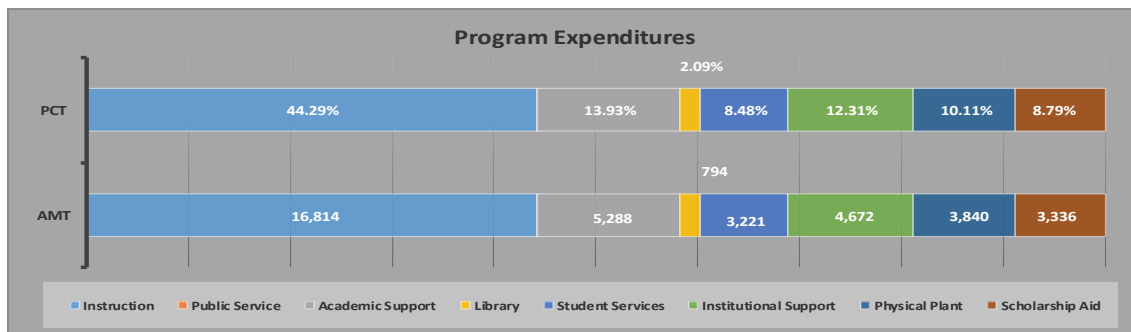
In recent years, the Continuing Education division has been able to contribute significantly to the revenues of the College. This allows the College to develop new programs and cover unexpected fiscal emergencies.

Expenditures

Through the distribution of monthly budget/expenditure activity reports, budget authorities are informed of the fiscal status of their respective areas. These reports are reviewed by the president and deans before distribution to the budget authorities. When requested, detailed expenditure analyses are provided. All fiscal policies and procedures are clearly documented and the appropriate review authority authorizes proposed expenditures (requisitions).

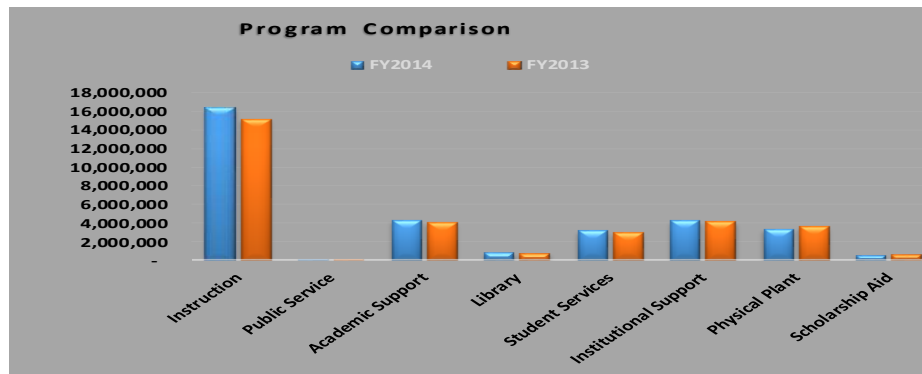
CCC’s total operating expenses were \$38.0 million in FY 2014 (all funds and excluding depreciation expense) up 4.5% from FY 2013. Salaries and wages were up 3.1% and fringes were up 18.6%. Wages and fringes rose primarily due to the additional general fund allocation, increase fringe rates, and collective bargaining increases. Non-capital expenditures were down 3.8%. FY 2014 general education supplies and services along with building maintenance and repair expenditures are the primary factors that contributed to the decrease in total non-capital expenditures from FY 2013. Total operating fund-only expenditures were \$12.9 million in FY 2013, down 1.6 million from \$14.5 million in FY 2013. (Figure 7-3 provides additional data regarding allocation of program expenditures. Figure 7-4 provides data comparison of program expenditure in FY 2013 and FY 2014).).

Figure 7.3: Allocation of Program Expenditure (in percentage and amount)



(in thousands)

Figure 7.4: Comparison of Program Expenditure in FY2013 & FY2014



Fiscal Policies and Procedures

Banner is an extensive, fully integrated administrative software package. There is a hierarchy of controls, with staff members in certain departments having limited access. For example, student tuition and fee charges are calculated when students are registered by the Registrar's Office, and cannot be altered by the Bursar's Office. Information is entered into a database once, preventing duplicative data by Admissions, Registrar, Financial Aid, Bursar's, etc. The system is procedurally effective and accurate.

During the FY 2013, the state of Connecticut implemented a new Governor Scholarship program which impacted the state allocations to the College. As a result, from year 2013 through 2014, state fund allocations were reduced from \$1,199,427 to \$597,264 (49.7%). The net benefit from the newly created governor grant was \$255,748. Similarly, the CCC grant was reduced by 3.39% during the same period. Thus, during 2013, the College suffered grant reductions to the amount of \$656,586 (23.42%). The projection for the year 2015 shows that the total grant reductions will reach \$873,315, a 31.15% reduction as compared with fiscal year 2013. Despite these reductions, for the year 2014, CCC received a total of 7,426 FAFSA applications. From those, 80% of eligible students were awarded financial aid.

Budget Process

Enabling departments to review expenditure budgets on a monthly basis allows the College greater flexibility to address fluctuating semester trends. This action ensures the College maintains a satisfactory fund balance as well as provides an informative guide for the administrative team to formulate decisions on re-appropriating operating budgets to respond to unforeseen strategic needs. Also, individual departmental needs can be addressed in a more responsive timeframe. The College's most recent audit indicated no significant weaknesses.

Foundation

For the year ending June 30, 2014, the Capital Community College Foundation and Advisory Council focused fund-raising activities in three areas (1) annual giving and scholarships for named funds and annual giving; (2) support for the Hartford Heritage Program in the Humanities Department for which the National Endowment for the Humanities (NEH) has offered a \$300,000 grant if matching funds of \$600,000 are raised over a five-year period (2013-2017); and (3) temporarily restricted grants for support of new and continuing programs and initiatives. Major temporarily restricted grants included \$215,000 from Travelers for the Crossroads to Careers program, \$75,468 from the Guardian Life Insurance Company for tuition-free financial literacy courses, and a \$25,000 scholarship grant from The Widows Society for scholarships for Hartford women. Gift revenue totaled \$407,983. Realized and unrealized gains on investment and interest income totaled \$184,339. Total expenditures were \$175,633, of which \$119,973 were grant funds for college programs and scholarships during the 2013-2014 year. Net assets at the end of FY 2014 were \$1,803,768, including \$189,789 in unrestricted funds, \$740,578 in temporarily restricted funds, and \$832,233 permanently restricted or endowment funds.

INFORMATION, PHYSICAL, AND RESOURCES

Current and applicable information resources are central to the mission of the Arthur C. Banks, Jr. Library. Despite a declining budget, the library staff strives to maintain current, relevant, curriculum-related information resources. During FY 2015, 1350 volumes were added to the

collection. The library staff regularly consults library journals and book reviews to ensure the purchase of the current and best-reviewed resources.

Library Budget

The library budget was cut roughly 5% in AY 2015-2016, necessitating a reduction in the purchase of new resources. There continues to be discussion about further budget cuts due to declining enrollment. Should the trend continue, library resources will not keep pace with technological advances and growing needs.

Other Information Resources

In a recent survey of Capital Graduates, 90% of those surveyed expressed satisfaction with the state of Capital's computer labs.

Communication between the IT Department and the rest of the campus has been much improved in recent years. This is in no small part due to the dissolution of Information Resources Management Committee (IRMC) and the creation of the Capital Technology Committee (CTC), which is now a sub-committee of the College Senate and is well represented. CTC facilitates communication between all areas of the College on topics related to technology. This committee is comprised of staff and faculty from across the College and its purpose is to gather ideas and share information. This committee also addresses technological concerns and issues that arise in the classrooms and labs.

Many systems are now either cloud-based or centralized to the BOR, casting the IT Department as a first level support and coordination function for the outsourced service. There is no local control of the services, resulting in a need to be able to spot patterns of behavior in service delivery. This requires accurate service desk ticketing so the correct information can be provided to third parties, which causes a drastic increase in the number of calls to the service desk and exceeds its staffing capacity. The IT Department is not in a position to train faculty, staff, and students in the effective use of campus technology and provide one-on-one functional support.

Another issue is that many faculty, staff, and students cannot easily distinguish between IT, Student Services, and Academic Media services issues, which results in many misdirected calls and frustrated individuals. It is critical that primary contact personnel be well versed in determining where the call or individual should be directed and also that supervisors ensure that staff and faculty understand the functions of these services.

Finally, IT-related administrative tasks that can more efficiently be handled by the departments responsible for contracts, registration, continuing education, etc., should be addressed within the departments. If the departments are unable to resolve the issue, the department's director or a supervisor should gather the pertinent information and report the issue to IT and not send students, staff, and faculty back and forth.

The top five areas of calls to the service desk are printer or copier; password reset; PC hardware; general inquiry; and end-user accounts or security groups.

Physical and Technological Resources

The College's location in downtown Hartford has proven to be a major benefit to the College and its students. Proximity to the hub of a public transportation network makes the College easily accessible to the community it serves. The interior design of the campus, beginning with the spacious Main Street lobby and carrying through to the five-story atrium, has impressed faculty, staff, students, visitors, and the community, as well as garnered architectural awards for its designers. The campus provides safe, attractive, well-equipped classrooms, laboratories, and academic and administrative support space.

All mechanical equipment that serves the College facility is relatively new and adequate to meet present needs. Lighting throughout the campus is motion-controlled, minimizing power requirements. Computers, printers, and copiers use sleep modes to reduce power requirements when idle. Collection bins, located throughout the campus for recyclable paper, plastic, aluminum, and glass, have greatly reduced solid waste generation, supporting a healthier environment.

The condominium-style ownership of the College's building has created physical and financial burdens on the College, including the following:

- Capital Community College owns the entire Main Street façade and sidewalk, along with the responsibility for their maintenance and safety. College maintenance staff must ensure a safe and clean sidewalk for entrance to the 960 Main retail space, even during times when the College is closed, requiring the College to pay overtime wages to staff for work unrelated to College business.
- Other entrances to the campus lead into space owned by 960 Main LLC, through which College students, visitors, and staff must navigate to get to the College lobby.
- The State of Connecticut shares ownership of the roof of the building with 960 Main LLC and incurred expenses for replacing the roof in 2013 to repair leaks which previously had caused significant damage to ceilings, walls, and floors on the top levels of the campus.

Other constraints are related to the decision to renovate a regional landmark, the former G. Fox Department Store, for college use.

- The building's listing on the National Registry of Historic Buildings inhibits making changes to its appearance. This has limited renovations that would serve the College's interest, such as the installation of exterior signage along Main Street needed to identify Capital Community College as a public presence, the refurbishing of the College's main entry doors, and the replacement of energy-inefficient windows on the 950 Main Street façade. In 2006, the College undertook a costly installation of interior storm windows to reduce heating and cooling loss.
- Structural columns throughout the building required the creation of some unusually wide rooms, seating with obstructed views of the instructor, and limited student capacity. Faculty and students have adapted to the space by rearranging seating around or away from the columns, or reducing the number of students admitted into a classroom compromised by columns. These constraints continue to be of concern, as reflected in respondent comments in the NEASC Self Study Survey of 2015.

The space development of the College campus has presented several additional problems.

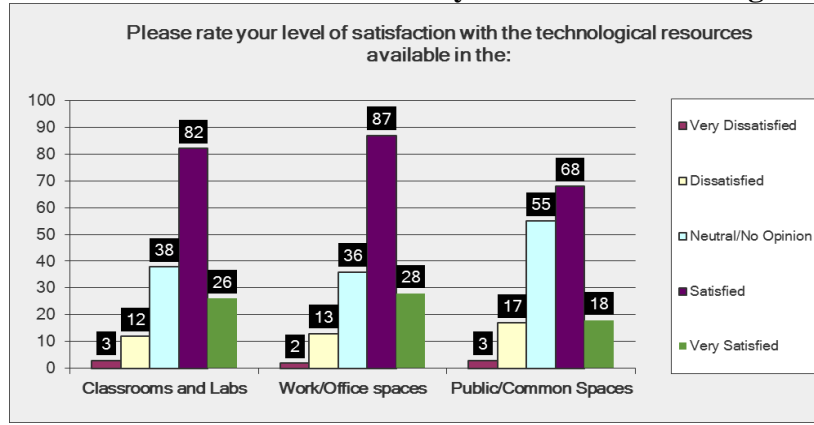
- The original provision for the College bookstore was altered, forcing it to be temporarily located in the Student Union where it occupies space that had been planned for a fitness center. This space has been inadequate to the needs of students, particularly during peak business seasons. The College still has not been able to find a practical location for the bookstore nor to restore the plan for a fitness center.
- The six elevators that service College occupants throughout the building have proven to be inadequate for the traffic patterns of the College. In the morning and between classes, long waits and overcrowded elevators are inconvenient to faculty, staff, and visitors and impede timely arrival in classes.
- The cafeteria, located on the seventh floor, opens into the five-story atrium. During meal times, the cafeteria is inevitably noisy, interfering with classes taking place nearby on the seventh floor and disturbing personnel on the floors above. Modifications such as adding acoustical wall panels and redesigning the seating layout in the cafeteria have made minimal improvements, but numerous comments in the NEASC Self Study Survey of 2015 indicate the noise concerns still persist.

The College has been fortunate to secure adequate parking for faculty, staff, students, and visitors, but the College does not own its parking facilities. Access to the parking garage necessitates crossing a busy city intersection where several pedestrians have been hit by vehicles over the years.

Classroom and laboratory environments provide adequate teaching and learning technology tools to faculty and students alike. AMT, with support from IT, efficiently maintains the classroom equipment, minimizing down time of presentation systems. AMT offers ongoing training, online tutorials, and troubleshooting support, giving faculty confidence in the systems they use for their daily teaching activities. The College's instructional technology has been a valuable feature of the campus, as indicated by positive feedback, increasing usage of the presentation systems, and the presence of only a few major technical problems.

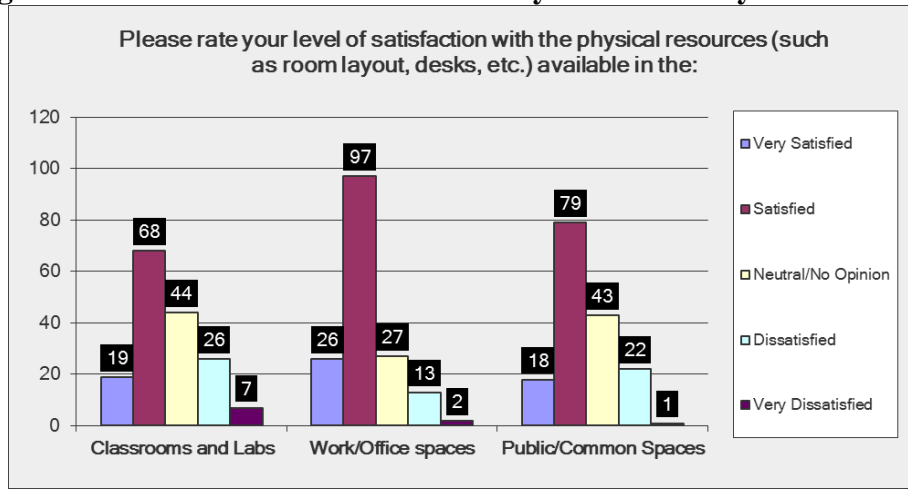
Data revealed in the NEASC Self Study Survey of 2015 indicates that 108 out of 161 (67.1 %) respondents are "Satisfied" or "Very Satisfied" with technology resources in classrooms and labs, and 115 out of 165 (69.7%) are "Satisfied" or "Very Satisfied" with technology resources in their work/office spaces, as shown in Figure 7.5. Public and common spaces fared well, but to a lesser degree (53.4%).

Figure 7.5: Level of Satisfaction of Faculty/Staff with Technological Resource



As shown in Figure 7.6, satisfaction with physical resources was also strong for work/office spaces (123 out of 165, or 74.5%), but mild for classrooms and labs (53.1%) and public/common spaces (59.5%).

Figure 7.6: Level of Satisfaction of Faculty/Staff with Physical Resources



College classrooms and laboratories are well equipped, well serviced, and well suited to teaching and learning at the College level. However, some problems are evident:

- Most classrooms have chalkboards rather than dry-erase white boards, creating a chalk dust problem. Despite regular cleaning, equipment and furniture are frequently covered in dust, and the long term effects on classroom presentation equipment are unknown.
- Not all classroom furniture is ideal. The rooms with tables are crowded, inhibiting the mobility needed for active-learning pedagogy. Fixed seating in some of the larger classrooms is closely spaced, leading to issues of comfort and concerns about privacy during testing. Furniture in many rooms has been replaced with more mobile products to allow for flexibility in room layouts and activities.
- Classroom technology needs attention, as it begins to show signs of aging. Most classroom systems support analog-only signal transport and require upgrading for digital signal capabilities.

- Space constraints in some science laboratories and prep rooms inhibit such functions as storage for chemicals, solvents, and equipment; preparation of laboratory materials; and protected storage of lab coats. The science department desires additional laboratories and support space to allow room for research and independent projects.
- Due to the large number of nursing students, some nursing courses are taught in a large auditorium. This has not been conducive to learning due to various reasons such as acoustics and seating arrangement.

AMT staffing was reduced in 2011 by one-third, from six full-time positions to four. This limits the department's ability to respond to instructional technology needs at a time when those needs are on the rise. Likewise, as instructional technology systems become more complex, AMT staff are challenged to keep current with training and skill sets to support these systems.

Information technology infrastructure upgrades within the campus have been sufficient. The Information Technology Report of 2014 details recent upgrades in this area. System complexity continues to grow with the addition of CSCU system-wide initiatives, as well as more sophisticated instructional technology requests by various academic programs. This presents challenges to the IT Department in terms of staffing levels, skill sets of staff, and expectations of the College community.

Funding for IT staff training remains a challenge. A technician position has been vacated to make room for a coordinator position liaising at a professional level with academic departments. The IT department has been reorganized to better address the needs of its clients by creating a dedicated Service Desk Team. The team consists of a coordinator and two full-time and one part-time staff to support faculty, staff, students and the Capital Magnet Academy, covering a large volume of hours. A need for additional Service Desk staff is one of the current challenges. The volume of phone calls and e-mails to the Service Desk can be reduced with better communication to students and new hires at the point of registration and redirection of non-IT related tasks to administrative staff. This will allow Service Desk staff to focus on the technological and telecommunication needs of the College.

In reaction to previous concerns raised by the College community, the Public Safety department implemented new policies and procedures for emergencies and evacuations. The department schedules practice drills each semester for both fire and shelter-in-place emergencies, and safety captains have been recruited from College staff on each floor to assist in all emergencies. The NEASC Self Study Survey of 2015 revealed that an overwhelming majority of respondents (129 out of 137, or 94.2%) are most concerned with their personal safety while in the Morgan Street Parking Garage. The Public Safety Office has increased its campus communication efforts to keep the College community informed and aware of safety concerns and issues and offers self-defense and situational awareness training classes to the college community, as well as security escorts to and from the parking garage. The department has also instituted a new photo ID badge program for all faculty, staff, and guests in response to other concerns raised in the survey. Training for public safety officers encompasses all policies and procedures and is ongoing. The Clery Report issued in September 2015 for the 2014 calendar year indicates that the safety on campus is improving.

Some physical campus problems cannot be eliminated, but the College is coping resourcefully. Chalk dust continues to accumulate in classrooms, but AMT has reduced its effect on electronic equipment by cleaning the classroom presentation systems more frequently. The College has implemented a classroom furniture replacement schedule to improve and expand classroom furniture options. Lockers have been installed in the hallway outside the microbiology lab for students to store their personal items. To avoid harm in crossing the intersection by the parking garage, the College administration and relevant governance subcommittee have frequently issued warnings about the importance of obeying the crosswalk signals and will continue to work with the city of Hartford to keep this inevitably busy downtown intersection safe.

In 2013, the College procured the services of the architectural firm S/L/A/M Collaborative to develop a ten year facility master plan. S/L/A/M Collaborative has documented College facility square footage, space usage, human resource counts, and current programming. They then guided and directed a college facility master plan committee in listing facility concerns and future considerations for classrooms, labs/prep spaces, lecture halls, and student study, athletic, and social spaces. The final Campus Master Plan was completed in July 2014 and will guide future college renovation and expansion ([Exhibit 7.5](#)).

PROJECTION

HUMAN RESOURCES

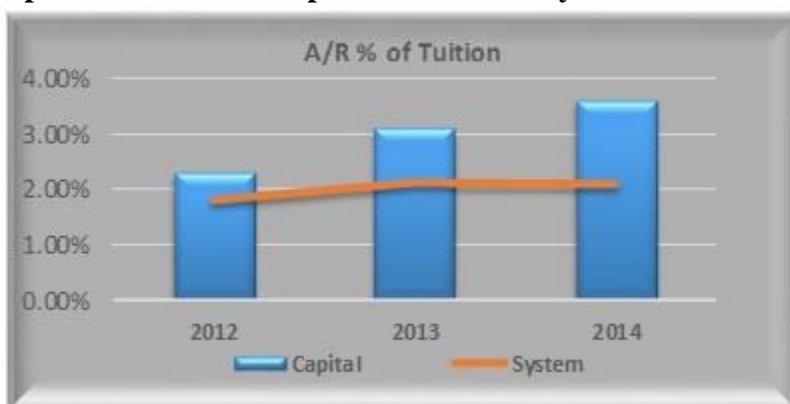
The College has a plan to improve the HR website by providing greater access to HR information for our staff and faculty. Much of the delay has been the result of issues with previous website vendors. This upgrade will provide staff and faculty with all of the HR information that they might need, even if they are unable to quickly contact an HR or Payroll staff member. In addition, staff and faculty can access HR information from remote locations outside of the College.

FINANCIAL RESOURCES

A large percentage of the College's budget depends on revenue from the state (i.e. the state's allocation to its agencies, of which the community college system is but one of numerous major state agencies funded). When state funds fall, so does the allocation to the College.

Tuition and fee receivables (net of allowance for delinquent accounts) in FY 2014 were \$466,000, up 13.80% from FY 2013. Student receivables as a percentage of tuition and fees were 3.6% (Figure 7-7). This indicator reflects the College's collection performance. Based on our sister schools and historical College data on outstanding receivables, the percentage should be below 2.5%. The College enforces the established system policy requiring the payment of all College fees upon registration. The College deregisters all students who do not pay all applicable College fees within 24 hours of registration. Deregistering a student removes the receivable from the student's account as well as the College's tuition receivable. Also, staff in the Registrar's and Business Office make every attempt to contact students who have not made payments to try to work out payment arrangements.

Figure 7.7: Comparison of A/R at Capital with CSCU System over a Three-Year Period



The College will continue to maintain control of the General Fund so that no funds lapse. Currently, The College’s reserve balances are at an acceptable level. It is anticipated that the revenue base will decrease, but in the meantime, the College monitors the reserve levels carefully and approves use of these funds selectively.

Contingency Planning

Without sacrificing programs and student support services while still maintaining a conservative spending policy, the College expects to maintain its positive unrestricted net asset balance and remain in compliance with the BOR Operating Fund policy guidelines.

Budget Process

The College will continue to involve all constituencies in the budgetary process and will ensure that budgets respond to the needs of the new strategic plan.

Foundation

In 2015 and 2016 the CCC Foundation is seeking to increase annual and endowment support for scholarships, educational resources, and initiatives that are consistent with the College’s Strategic Plan 2015-2018. For the fiscal year ending June 30th, 2014, CCC Foundation grants and contributions totaled \$407, 983. A 25% increase has been established by the Office of Institutional Advancement as an internal goal in 2015-2016 to reach or exceed \$510,000 in contributions and grants.

The goal is intended to meet current funding priorities, including scholarships and student aid funding, internships, and student professional development through workforce partnerships and annual program support to address declining state appropriations. In addition temporarily and permanently restricted support is sought for the Hartford Heritage Project that is linked to a National Endowment for the Humanities (NEH) challenge grant providing \$1 for every \$2 in gift income for that purpose.

To increase resources during the 2015-2018 period, the CCC Foundation’s Board of Directors plans to adopt new solicitation and cultivation strategies that will broaden the base of support among individuals and organizations. More than 70% of current gifts and contributions come from fewer than five corporate and foundation donors. Strategies will be implemented to increase

individual giving from affiliated groups (alumni), events, associations, and labor organizations to diversify sources of income.

As the College looks forward to academic year 2016 and 2017, it is important to understand and proactively address the following potential fiscal issues that will likely negatively impact the College's future budget.

1. The College continues to experience enrollment declines, particularly in the spring semesters. Drops in enrollment have had an impact on the existing budget and subsequent budget year due to the unrealized estimated revenues in the current year and the dominating factor of enrollment in the general funding methodology. It is important that the College's enrollment strategy address not only marketing and recruitment, but also program and part-time lecturer costs to provide a hedging aspect in the event that goals are not achieved in the expected year.
2. It is anticipated that general fund recessions will occur in any given fiscal year. The College must be able to establish reserves to minimize the impact, maintain and control costs whether in a fiscal constraint or prosperous year, and look for ways to increase operating fund revenues.
3. Grant funds have provided the College with seed money to establish and meet certain educational and training needs and most importantly to address local and national employment shortfalls in various fields and industries. The College must leverage the grant-funded curricula and courses with new program enrollment and proactively solicit local and state funding to support and ensure that the programs are maintained with financial resources to cover the new potential costs to the operating fund budget.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

Library and Information Literacy Instruction

- The Arthur C. Banks, Jr. Library will participate in the adoption of a shared Integrated Library System (ILS) by all 17 CSCU institutions in January 2017.
- Library staff will conduct at least one workshop and/or presentation per semester to various faculty and staff to promote the use of library resources.
- The library staff will expand assessment strategies to evaluate quality and effectiveness of information literacy instruction to be inclusive of other programs/courses in addition to ENG101 and IDS105.
- The new ACRL (Association of College and Research Libraries) Information Literacy Competency Standards for Higher Education and the Framework for Information Literacy for Higher Education will be adopted in all instruction and learning outcomes.
- The Academic Media Technology department is in the process of developing a qualitative assessment survey for the professional and technical services it provides to the faculty.
- AMT has made efforts to provide documentation for common tasks and, in the near future, hopes to centralize and develop an interactive website so that individuals can be directed there as a first step.

- Training for faculty and staff will be available through the system office and the State of Connecticut Department of Administrative Services on topics such as personnel, professional development, and office productivity software.
- The IT department will be doing more internal consulting, supporting academic technology back-end systems, information security tasks, and managing of cloud service and software contracts

Physical and Technological Resources

The Campus Master Plan represents the programming phase of a future campus expansion project, and serves to define program needs and assess the capacity of the existing college facility to suit the College's planned growth. The plan made for:

- The appropriate number and size of science labs to support hands-on, active learning;
- The appropriate number and size of general purpose classrooms to support 21st Century learning methodologies;
- Simulation learning environments and large-enrollment instructional space to support the Nursing Program;
- Student life programs that support the whole college student experience with appropriate recreation, physical fitness, and social and activity space;
- Identifying any main campus components suitable for a satellite campus.

The Campus Master Plan identifies additional space needs, estimates project costs, and suggests options as to how to plan for the project as a whole or in successive parts. Any further expansion and/or relocation requires approval of the CSCU Board of Regents and the Connecticut State Legislature.

The CSCU BOR recently unveiled the Transform CSCU 2020 plan, which includes several initiatives designed to create a world-class system of higher education. Among them is the development of facility master plans at each institution, and the design and implementation of state-of-the-art classroom environments that support new and emerging trends in educational delivery. The College recently completed its first prototype classroom renovation, designed to support student-centered, active-learning pedagogy. The Transform CSCU 2020 initiative will provide resources to implement new prototype instructional technology designs and help with needed upgrades to replace existing equipment as it reaches obsolescence and/or end-of-life. The College is also compiling an Equipment Replacement Plan to help procure bond funds and schedule equipment upgrades on a proactive basis. Both AMT and IT department staff are exploring training and professional development opportunities to increase skills and expertise in supporting emerging campus technologies.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2012)			(FY 2013)			(FY 2014)			(FY 2015)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	72	289	361	70	259	329	73	262	335	63	187	250
Research Staff	0		0			0			0			0
Public Service Staff	96		96			0			0			0
Librarians	4		4	4		4	4		4	4		4
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0	1		1
Student and Academic Affairs	19		19	23		23	28		28	29		29
Management Occupations	18		18	20		20	19		19	13		13
Business and Financial Operations	11		11	12		12	13		13	18		18
Computer, Engineering and Science	7		7	6		6	6		6	6		6
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	8		8	3		3	3		3	4		4
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	11		11	13		13	14		14	15		15
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	17	3	20	15	2	17	15	1	16	15	1	16
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving	1		1			0			0			0
Total	264	292	556	166	261	427	175	263	438	168	188	356

Please enter any explanatory notes in the box below

2012 was the first time IPEDS used Occupational Categories. This form does not have "Other teachers and Instructional Support Staff". Individuals reported on IPEDS have been rolled into appropriate categories on the Data First Form.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (6 / 30)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Most Recent Year	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☺ Cash and Short Term Investments	\$12,692	\$13,146	\$13,490	3.6%	2.6%
☺ Cash held by State Treasurer				-	-
☺ Deposits held by State Treasurer				-	-
☺ Accounts Receivable, Net	\$3,913	\$2,607	\$2,853	-33.4%	9.4%
☺ Contributions Receivable, Net				-	-
☺ Inventory and Prepaid Expenses	\$25	\$16	\$5	-36.0%	-68.8%
☺ Long-Term Investments				-	-
☺ Loans to Students	\$8	\$1	\$0	-87.5%	-100.0%
☺ Funds held under bond agreement				-	-
☺ Property, plants, and equipment, net	\$52,176	\$50,485	\$48,471	-3.2%	-4.0%
☺ Other Assets				-	-
Total Assets	\$68,814	\$66,255	\$64,819	-3.7%	-2.2%
LIABILITIES (in 000s)					
☺ Accounts payable and accrued liabilities	\$2,895	\$2,416	\$2,984	-16.5%	23.5%
☺ Deferred revenue & refundable advances	\$860	\$1,044	\$530	21.4%	-49.2%
☺ Due to state				-	-
☺ Due to affiliates				-	-
☺ Annuity and life income obligations				-	-
☺ Amounts held on behalf of others	\$51	\$15	\$0	-70.6%	-100.0%
☺ Long-term investments				-	-
☺ Refundable government advances				-	-
☺ Other long-term liabilities	\$3,041	\$2,735	\$2,758	-10.1%	0.8%
Total Liabilities	\$6,847	\$6,210	\$6,272	-9.3%	1.0%
NET ASSETS (in 000s)					
Unrestricted net assets					
☺ Institutional	\$2,374	\$2,389	\$2,416	0.6%	1.1%
☺ Foundation	\$81	\$103	\$154	27.2%	49.5%
Total	\$2,455	\$2,492	\$2,570	1.5%	3.1%
Temporarily restricted net assets					
Institutional					
☺ Foundation	\$429	\$305	\$377	-28.9%	23.6%
Total	\$429	\$305	\$377	-28.9%	23.6%
Permanently restricted net assets					
Institutional					
☺ Foundation	\$59,593	\$57,656	\$56,031	-3.3%	-2.8%
☺ Foundation	\$775	\$757	\$786	-2.3%	3.8%
Total	\$60,368	\$58,413	\$56,817	-3.2%	-2.7%
Total Net Assets	\$63,252	\$61,210	\$59,764	-3.2%	-2.4%
TOTAL LIABILITIES and NET ASSETS	\$70,099	\$67,420	\$66,036	-3.8%	-2.1%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month & day: (/)	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Year (FY 2)	Next Year Forward (FY 2)
OPERATING REVENUES (in 000s)					
⌵ Tuition and fees	\$13,063	\$13,593	\$13,479	\$13,897	\$14,314
⌵ Room and board					
⌵ Less: Financial aid	-\$8,481	-\$9,002	-\$8,910	-\$9,172	-\$9,447
Net student fees	\$4,582	\$4,591	\$4,569	\$4,725	\$4,867
⌵ Government grants and contracts	\$12,198	\$12,426	\$11,374	\$13,136	\$13,000
⌵ Private gifts, grants and contracts	\$371	\$300	\$380	\$374	\$370
⌵ Other auxiliary enterprises	\$18	\$18	\$21	\$25	\$22
Endowment income used in operations					
⌵ Other revenue (specify):	\$290	\$322	\$291	\$300	\$290
Other revenue (specify):	-\$162	\$61	\$20	\$105	\$25
Net assets released from restrictions					
Total Operating Revenues	\$17,297	\$17,718	\$16,655	\$18,665	\$18,574
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$15,696	\$15,496	\$15,503	\$15,591	\$16,371
⌵ Research					
⌵ Public Service	\$92	\$92	\$78	\$22	\$23
⌵ Academic Support	\$5,014	\$5,197	\$5,628	\$6,748	\$7,085
⌵ Student Services	\$3,230	\$2,940	\$3,135	\$3,795	\$4,032
⌵ Institutional Support	\$4,360	\$4,158	\$4,571	\$4,047	\$4,249
Fundraising and alumni relations					
⌵ Operation, maintenance of plant (if not allocated)	\$4,962	\$4,954	\$4,278	\$2,821	\$2,850
⌵ Scholarships and fellowships (cash refunded by public institution)	\$4,804	\$4,578	\$3,646	\$3,405	\$3,300
⌵ Auxiliary enterprises					
⌵ Depreciation (if not allocated)	\$2,106	\$2,104	\$2,116	\$2,116	\$2,117
⌵ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$40,264	\$39,519	\$38,955	\$38,545	\$40,027
Change in net assets from operations	-\$22,967	-\$21,801	-\$22,300	-\$19,880	-\$21,453
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$20,105	\$16,542	\$17,801	\$16,232	\$17,500
⌵ Investment return	\$14	\$10	\$9	\$15	\$16
⌵ Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	\$11	\$11	\$1	\$0	\$0
⌵ Other (specify):					
Other (specify):					
Other (specify):					
Net non-operating revenues	\$20,130	\$16,563	\$17,811	\$16,247	\$17,516
Income before other revenues, expenses, gains, or losses	-\$2,837	-\$5,238	-\$4,489	-\$3,633	-\$3,937
⌵ Capital appropriations (public institutions)					
⌵ Other (specify):	\$3,071	\$3,316	\$2,891	\$1,517	\$1,820
TOTAL INCREASE/DECREASE IN NET ASSETS	\$234	-\$1,922	-\$1,598	-\$2,116	-\$2,117

Standard 7: Institutional Resources

(Statement of Debt)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Year (FY 2014)	Next Year Forward (FY 2)
	Debt					
	Beginning balance	\$0	\$0	\$0	\$0	\$0
	Additions					
	? Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Supplemental Data)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	Most Recently Completed Year (FY 2013)	Current Year (FY 2014)	Next Year Forward (FY 2015)
NET ASSETS					
Net assets beginning of year	\$61,733	\$61,967	\$60,045	\$58,447	\$56,331
Total increase/decrease in net assets	\$234	(\$1,922)	(\$1,598)	(\$2,116)	(\$2,117)
Net assets end of year	\$61,967	\$60,045	\$58,447	\$56,331	\$54,214
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$1,936	\$1,907	\$1,827	\$1,725	\$1,751
Federal, state and private grants	\$10,966	\$11,250	\$10,264	\$11,097	\$11,263
Restricted funds					
Total	\$12,902	\$13,157	\$12,091	\$12,822	\$13,014
% Discount of tuition and fees					
P % Unrestricted discount					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
P					
Please indicate your institution's endowment spending policy:					
Please enter any explanatory notes in the box below					
Line 19: Per the Board of Regents-Financial Aid (Steve McDowell) Capital CC does not have a Federal Financial Responsibility Composite Score. This score is a requirement for "non-profit" and "for profit" institutions. Public schools are presumed to have the requisite financial stability.					

**Standard 7: Institutional Resources
(Information Resources)**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
Total Expenditures					
Materials	\$107,028	\$96,522	\$95,847	\$106,274	\$99,581
Salaries & wages (permanent staff)	\$465,133	\$466,970	\$468,306	\$497,143	\$511,605
Salaries & wages (student employees)	\$12,365	\$14,256	\$12,992	\$14,494	\$14,254
Other operating expenses	\$16,710	\$22,817	\$13,584	\$11,800	\$13,547
Expenditures/FTE student					
Materials	\$43	\$41	\$44	\$51	\$55
Salaries & wages (permanent staff)	\$188	\$196	\$214	\$239	\$285
Salaries & wages (student employees)	\$5	\$6	\$6	\$7	\$8
Other operating expenses	\$7	\$10	\$6	\$6	\$8
Collections					
Percent available physically	n/a	n/a	n/a	n/a	15%
Percent available electronically	n/a	n/a	n/a	n/a	85%
Number of digital repositories	n/a	n/a	n/a	n/a	n/a
Personnel (FTE)					
Librarians - main campus	5	5	5	5	5
Librarians - branch / other locations	n/a	n/a	n/a	n/a	n/a
Other library personnel - main campus	2	2	2	2	2
Other library personnel - branch/other locations	n/a	n/a	n/a	n/a	n/a
Availability/attendance					
Hours of operation/week main campus	58	58	58	56	56
Hours of operation/week branch/other locations	n/a	n/a	n/a	n/a	n/a
Consortia/Partnerships					
CSCU (Connecticut State College and University) Libraries and the CT State Library					
CCALD (Connecticut Council of Academic Library Directors)					
CLC (Connecticut Library Consortium)					
WALDO (Westchester Academic Library Directors Organization)					
OCLC (Online Computer Library Center)					
URL of most recent library annual report:					
Please enter any explanatory notes in the box below					
The majority of the salaries and wages for student employees do not come from library budget funds. Most of the students are paid via Federal Work Study or Dean's office funding.					
See Form 4.5 for data about Information Literacy					

**Standard 7: Institutional Resources
(Technological Resources)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)

? **Course management system**

Blackboard Learn, Release 9.1.201410.160373

Number of classes using the system

350	333	303	280	285
-----	-----	-----	-----	-----

Bandwidth

On-campus network

100Mbs	1Gbs	1Gbs	1Gbs	1Gbs
--------	------	------	------	------

Off-campus access

?

commodity internet (Mbps)

1Gbs	1Gbs	1Gbs	1Gbs	1Gbs
------	------	------	------	------

?

high-performance networks (Mbps)

--	--	--	--	--

?

Wireless protocol(s)

g/n/	g/n/ac	g/n/ac	g/n/ac	g/n/ac
------	--------	--------	--------	--------

Typical classroom technology

Main campus

Networked PC with DVD, Projector/Display, Document Camera, Laptop port, WiFi

Branch/other locations

N/A

Software systems and versions

Students

Banner

Finances

Banner

Human Resources

CoreCT

Advancement

Library

ExLibris Voyager

Website Management

WordPress, ver. 4.5.3; Filezilla; Notepad++

Portfolio Management

Interactive Video Conferencing

WebEx

Digital Object Management

Website locations of technology policies/plans

Integrity and security of data

<http://www.commnet.edu/it/policy/index.asp>

Privacy of individuals

<http://www.commnet.edu/it/policy/index.asp>

Appropriate use

<http://www.commnet.edu/it/policy/index.asp>

Disaster and recovery plan

<http://www.commnet.edu/it/policy/index.asp>

Technology replacement

Please enter any explanatory notes in the
box below

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)	
Main campus		172,772	
Other U.S. locations			
International locations			

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)

Revenue (\$000)					
Capital appropriations (public institutions)	\$2,013	\$270	\$1,525	\$760	\$975
Operating budget	\$389	\$421	\$404	\$433	\$432
Gifts and grants					
Debt					
Total	\$2,402	\$691	\$1,929	\$1,193	\$1,407

Expenditures (\$000)					
New Construction	\$23	\$30	\$10	\$7	\$6
Renovations, maintenance and equipment	\$5,202	\$5,084	\$4,062	\$4,091	\$4,448
Technology	\$1,762	\$1,667	\$1,557	\$1,549	\$1,565
Total	\$6,987	\$6,781	\$5,629	\$5,647	\$6,019

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	29,975	
Laboratory	37,744		37,744
Office	40,784		40,784
Study	12,734		12,734
Special	11,645		11,645
General	18,216		18,216
Support	21,554		21,554
Residential			0
Other	120		120

Major new buildings, past 10 years (add rows as needed)				
Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)				
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)				
The list below includes renovations costing \$XXX or more				
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Renovations planned for next 5 years (add rows as needed)				
The list below includes renovations costing \$XXX or more				
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Please enter any explanatory notes in the box below

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

DESCRIPTION

Capital Community College provides clear public statements about what students are expected to gain from their education at the College. This information is articulated in the mission of the College, which, for example, states that CCC prepares “individuals for transfer education and careers through associate and certificate programs in academic and technical disciplines and workforce training.” The mission statement is published in the College catalog, College website, and visibly displayed at several locations in the College campus. Further, the goals and learning outcomes of all certificate and associate degree programs offered by the College are published in the College catalog. These goals and learning outcomes are also included in the program brochures and marketing materials and the College website. The goals and learning outcomes of all programs are developed to reflect the mission of the College.

The College has committed itself to maintaining “programs and support services that enable students to develop academic and professional skills that equip them for ongoing challenges and opportunities.” This dimension of the College’s mission statement provides context for the entire College community to focus systematically on student learning in both general education core courses and in courses for completion of specific programs.

The College systematically assesses all programs and general education. Regarding general education, the Assessment Team has designed a new assessment process ([Exhibit 8.1](#)) that combines both quantitative and qualitative research methods to better illuminate how well our students are performing on the skills addressed by the core competencies. It also helps illuminate obstacles to achievement as well as solutions that can be enacted on a large scale across the College.

After critical thinking was assessed in the 2011-2012 academic year, the College adopted the TAP Framework from the BOR in the fall of 2012 and the Assessment Team switched its focus to the Core Competencies. In the intervening years, the Assessment Team has worked with faculty members to remap the standardized course outlines to ensure that the various learning objectives align with the new core competencies. Given the large number of courses that may be used to satisfy requirements toward a TAP major pathway, over a hundred courses have been mapped to explicitly address the core competencies.

The Assessment Team first designs a rubric to assess student learning in a uniform fashion for a given competency. In this process, the rubrics are set with the benchmark level of “competent” performance (the 3rd out of 4 levels) defined as the level of performance expected for a rising junior in a Bachelor’s Degree program. All CSCU institutions are expected to anchor their rubrics to the benchmark of a typical rising junior in this manner. The Assessment Team then helps faculty members select or design an appropriate assignment or exam to generate artifacts that will be assessed using the standard rubric. The faculty member quantifies student performance by applying the rubric to student work and recording the student scores in an assessment worksheet. The instructor then reflects on student performance as measured by the rubric by answering open-ended questions designed to elicit information about student needs, teaching strategies that work in his or her classroom, and issues that need addressing at the institutional level ([Exhibit 8.2](#)).

At the program level, assessment follows a system-wide program review model, supplemented, where relevant, by reviews addressed to the requirements of national accrediting bodies. The BOR has moved from a five-year cycle to a seven-year cycle for program review. Program-level learning outcomes guide key aspects of the program review process and provide anchors for the learning outcomes at the course level. A few examples are described below:

The health-related programs have been the vanguard of assessment at the College, using multiple internal methods in addition to licensure rates. The Paramedic Program holds annual reviews of goals and objectives, assesses student learning by both formative and summative measures, and conducts employer satisfaction surveys. After sharing results with staff and members of the program's advisory board, the program coordinator modifies aspects of the program to address problems. If, for example, students taking the licensure exam score low on the cardiology section in their first try, the related curriculum content is adjusted to improve student learning. Such modifications have resulted in a 100% pass rate by the second attempt for paramedic students in the past three years ([Exhibit 8.3](#)).

The Division of Nursing engages in continuous evaluation of all components of the Nursing Program. The Systematic Evaluation Plan derived from the Accreditation Commission for Education in Nursing Standards guides systematic program review, including collection and analysis of qualitative and quantitative data from internal and external sources ([Exhibit 4.2](#)), using the results to drive changes. For example, the Connecticut Community College Nursing Program (CT-CCNP) was represented in a gap analysis study at two clusters: (1) Southern Connecticut University and Yale New Haven Hospital, and (2) Backus Hospital, Lawrence Memorial Hospital, and the University of Connecticut. The goal was to compare practice and education to identify gaps of learning to better help transition nursing graduates to employment and align with the Future of Nursing Competencies. The study identified gaps in both associate degree nursing curriculum and baccalaureate degree nursing curriculum, mainly relating to safety, quality improvement, system-based approach, and evidence based practice. Starting in the summer of 2014, representatives from all the CT-CCNP programs (including CCC) have been involved in designing program curriculum changes and recommending areas to strengthen. Formative evaluation of student learning outcomes is ongoing. For example, Assessment Technologies Institute (ATI) testing is administered at the end of each course as well as a comprehensive exam upon program completion. The test simulates computerized national licensing examinations for registered nurses. Results are compared to programs nationally and are used to guide immediate efforts to strengthen the curriculum.

These examples illustrate some of the ways in which student learning assessment operates to guide improvements in pedagogy and curriculum at the program level. Further details of student learning outcome assessment at the program level are available in the reports of recent program reviews ([Exhibit 8.4a, 8.4b](#)).

Standardized institutional evaluation measures, the Survey of Entering Student Engagement (SENSE) and the [Community College Survey of Student Engagement \(CSSSE\)](#), have revealed information of use to the academic program. Other sources of institution-wide data that are used in evaluation of the academic program include the Graduate Survey ([Exhibit 8.5](#)), graduation

rates ([Exhibit 8.6](#)) the Graduate Employment Wage Reports ([Exhibit 8.7](#)), and Faculty Performance Reviews ([Exhibit 8.8](#)). Data from these assessment efforts are also available to guide the formation of the next strategic plan and the allocation of institutional resources.

A major institution-wide assessment effort is ongoing under the auspices of the [Achieving the Dream Initiative](#). CCC is one of 32 community colleges in the United States chosen by the Lumina Foundation and American Association of Community Colleges to participate in this effort. One of the objectives of Achieving the Dream is to improve student success through analysis of data on student outcomes and through interventions based on that analysis. A second objective is to eliminate achievement gaps among groups of students, especially gaps involving economically disadvantaged students or students of color. As part of the project, the College is tracking cohorts for six years to identify several rates: (1) the percentage placing into developmental education; (2) the percentage moving from developmental education into credit courses; and (3) the percentage moving through credit courses to transfer or graduation. All data is disaggregated to identify any achievement gaps among groups. These figures provide baselines for future student learning assessment inquiries.

CCC is dedicated to open admissions for most of its programs, and the College takes pride in the progress that leads to the graduation of successful students. However, many students come to the College with deficient academic skills and lack an understanding of the rigors of academic courses and the collegiate culture. This creates a challenge for the Academic Division as many of these students are placed into developmental courses. Data on the College's new entering students indicates that in the fall of 2015, 36% were taking at least one developmental course. This lack of readiness is also linked to the College's attrition rates. Thirty percent of CCC's students leave after one semester and fifty-nine percent leave after two semesters.

In response to Public Act 12-40, which limits students to one level of developmental coursework, the College created new developmental courses to comply with the statute. English 101P Composition Plus is a course designed for students who are likely to succeed with embedded support (credit level with embedded support in a writing lab); English 095 Basic Writing Plus was created for students falling below the level likely to succeed in a college level course (intensive developmental level, with writing lab); Math 095 Elementary Algebra Foundations was designed as an embedded level course, and Math 085 Pre-Algebra & Elementary Algebra was created for the intensive level (with math lab). These courses are offered in addition to the existing developmental courses. Professional development sessions are held for full- and part-time faculty preparing to teach these courses.

To further support students enrolled in developmental courses, tutors are embedded in each of the developmental English and math courses. Approximately one hundred hours per week of professional and peer tutor support in classroom settings as well as in the Academic Success Center are focused on students in these developmental courses. Extensive tutoring support is also available for all developmental students in the Academic Success Center where students receive assistance working on instructional software to further enhance their skills.

Transitional students, those falling below the requirements for the College, are now encouraged to enroll in the Center for Academic Transitions Program (CAT) to participate in workshops and

tutor-facilitated computer instruction before repeating the Accuplacer test. Students choose from a series of comprehensive three-week sessions which require eighteen hours of participation in tutoring and nine hours of computerized instruction using MyFoundationLab, SkillsTutor, and ALEKS software. Students who reach the necessary benchmarks register for either developmental or credit level courses. Those students who need extra time to develop their skills are referred to the transitional program in the Continuing Education Division (LINKS). This program enables students to work on their academic skills and explore career options and transition to collegiate programs.

The College also utilizes Bridges B grants to work on the alignment of high school math and English courses so that high school students may bypass developmental courses on entering the College. This also involves the alignment of high school English and mathematics instruction with college-level instruction. To date, the College has developed this program at Bloomfield High School and the Hartford Public High School Nursing Academy.

Developmental education on the campus continues to evolve as the BOR collects data and reports annually to the legislature regarding the progress of the programs as we move to full implementation.

APPRAISAL

The College utilizes assessment data as the main driver in the decision making process at all levels of the College.

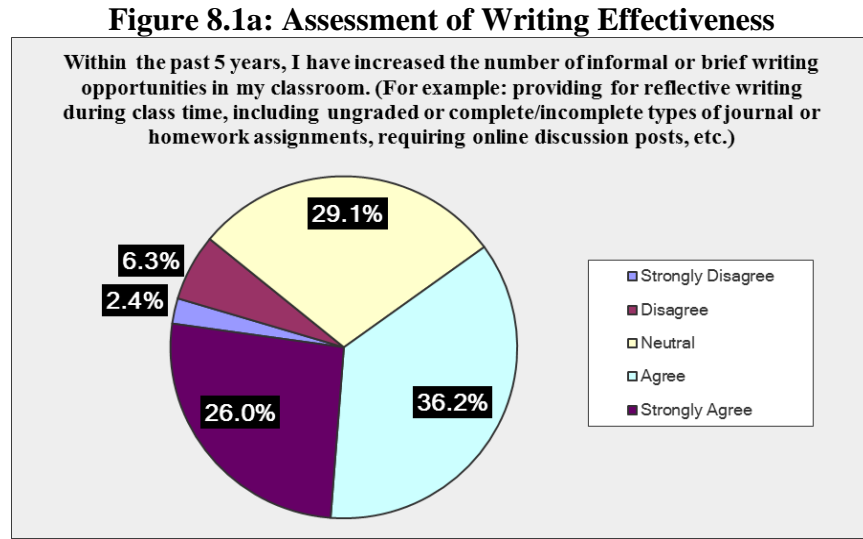
The learning outcomes for CCC's programs, as well as the methods of assessing them, are consistent with the College mission, the expectation of the larger academic community, and the standards of BOR. Many were designed with input from advisory boards representing both the employers and transfer institutions. Within some programs, assessment has been done in cooperation with transfer institutions, assuring that CCC's identified learning outcomes are parallel to theirs.

Student learning assessment on the course, program, and institutional level are ongoing. With an established routine of effective program review, a strong foundation in student learning assessment, and vigorous inquiry underway about barriers to student success, the College is well prepared to nurture a growing culture of evidence.

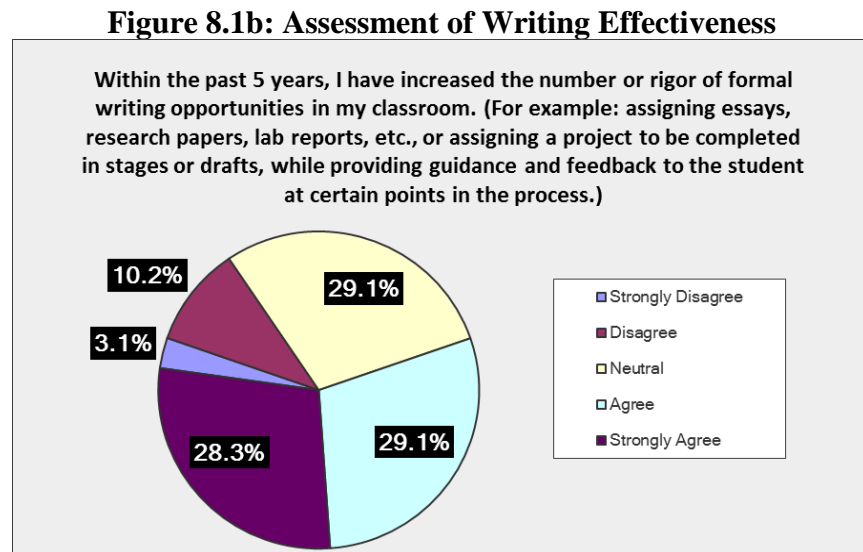
Historically, faculty participation in the assessment of general education goals was limited, so a new paradigm for assessing student learning was created in fall 2014 ([Exhibit 8.1](#)). A major goal of the new assessment process is to involve faculty with the entire process to better identify solutions and engage faculty in enacting measures based on findings. This new assessment paradigm still collects data in the form of course-embedded student artifacts of learning, but also involves more faculty in scoring those artifacts, reflecting on student performance, identifying key areas in need of improvement, generating ideas on how to increase student performance, and getting involved in institutional measures designed to increase student performance.

In the 2011 NEASC Interim Report, the College reported students' low performance in the previous general education goal of Communicate Effectively. To address this concern, all degree

programs not only require students to take Composition but also include a research paper and instruction in finding and using information from multiple sources. According to data from the 2015 NEASC Self-Study Survey, 62% of faculty indicated that they have increased the number of informal or brief writing opportunities in the work required of their students within the past five years, while less than 9% disagreed or strongly disagreed with that statement, as shown in Figure 8.1a.



In the same survey, 57% of faculty reported that they have increased the number or rigor of formal writing opportunities in the classroom in the past five years, while about 13% disagreed or strongly disagreed with that statement, as shown in Figure 8.1b.



The College has successfully piloted developmental English (095, 101P) and a math course (085, 139) designed to accelerate students towards earning college credit within one year. A small pilot

began in fall (2014) and, based on the success rates of 35% in math and 75% in English, CCC made modifications for the spring (2015) pilot of these developmental classes and brought the courses to scale the following semester.

CCC has shown a consistent upward trend in the number of students receiving degrees or certificates, even as the enrollment has declined. Success rates for the College's various interventions support the view that CCC's reform work has contributed to the upward trend.

The Center for Academic Transitions (CAT) program, which resides within the Academic Success Center (ASC), was initiated in the summer of 2013. The ASC collaborated with the Student Services division, including the Welcome Center, Counseling, Admissions, and Placement Testing to recruit students who fall below the "ability to benefit" cut scores for successful entry into the College. CAT was brought to an appropriate scale in the 2015-2016 academic year with a more structured curriculum and minimum requirements. The majority of students who completed the program's minimum requirements successfully proceeded into entry level courses and the higher level developmental courses. Of the students who met the requirements to take the test twice, 76% were able to qualify for at least one college-level course. In addition, of the 250 students who participated in the initial CAT program in the summer of 2014, 66% registered for classes in the fall of 2014. The fall 2014 to fall 2015 retention rate of this cohort was 57% compared to the 45% five year average fall-to-fall retention rate of all students.

Despite these challenges, the College has still maintained a positive student-centered focus and sustained the institutionalization of the ATD tenets for the underrepresented student population. Due to committed leadership of administration, faculty, and staff, the implementation of the programs have affected student success. As a community college, the College has responded to the institutional mission of fostering college readiness among our underprepared students, implemented multiple assessment measures, and developed partnerships with other ATD colleges.

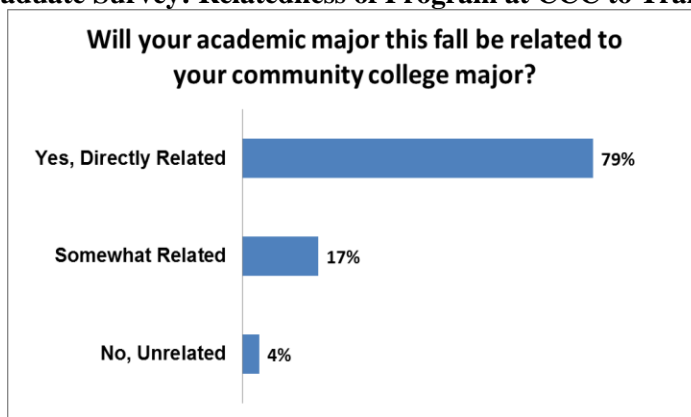
To improve advising interventions, the College has implemented the placement of an advising hold for students approaching 12-15 credits earned to ensure that they are meeting the goals of first year students, including understanding their program plan, major selection and career planning, transfer planning and application into guaranteed admissions programs, and participation in College activities and organizations. This empowers students with information early in their academic career and encourages full immersion and participation into the academic environment.

By utilizing a data-driven process to identify student progression and focusing on student success, institutional effectiveness, and innovative strategies, the College has implemented several projects or services to improve academic and student success. The Hartford Heritage Project, for example, makes connections between course content and resources in the city of Hartford in order to enhance learning and to increase civic awareness and student engagement. The HHP has been shown to increase student interest in coursework and a sense of bonding with the College and the community.

Assessment of degree programs indicates that students who persist to graduation demonstrate the identified outcomes both within the major and in the general education areas. In addition, licensure rates are high for graduates of relevant programs ([Exhibits 8.3, 8.9](#)). Programs throughout the College are employing their various assessments and program reviews as catalysts for significant changes. The changes have significant positive impact on students who transfer to four-year institutions or seek employment upon graduation.

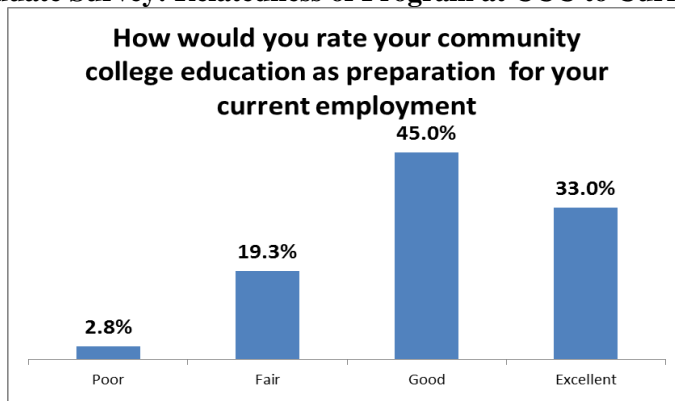
Data obtained from the CCC 2014 Graduate Survey reveal that, consistent with the institutional mission, a significant proportion (79%) of our graduates who transfer to four-year colleges report that their major at the transfer institution will be related to the major they pursued at CCC, as shown in Figure 8.2.

Figure 8.2: Graduate Survey: Relatedness of Program at CCC to Transfer Institution



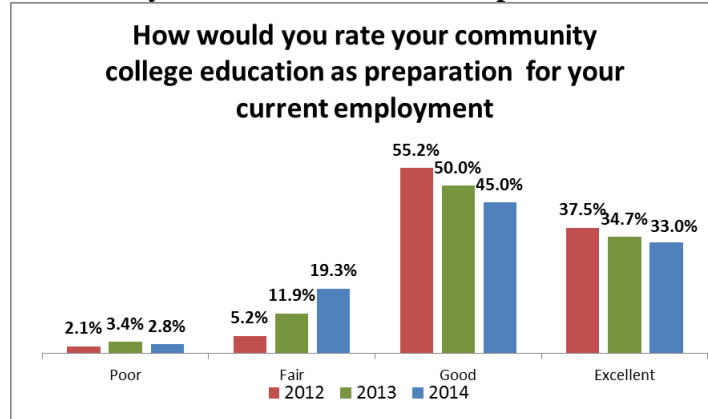
Regarding the College’s mission of preparing individuals for careers and workforce training, a significant proportion of graduates reported in the 2014 Graduate Survey that their education at CCC prepared them for their current employment. As shown in Figure 8.3, 45% and 33% rated their educational experience at CCC as “Good” or “Excellent,” respectively, in preparing them for their employment.

Figure 8.3 Graduate Survey: Relatedness of Program at CCC to Current Employment



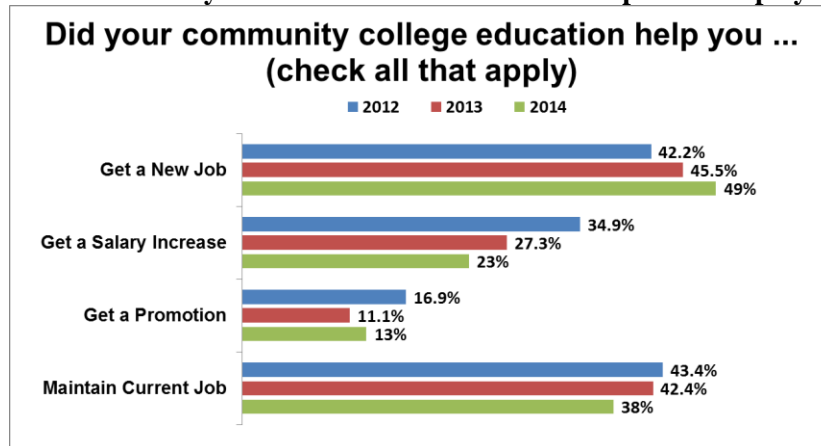
The 2014 Graduate Survey further revealed that over the past three years (2012-2014), a significant proportion of Capital’s graduates have consistently found the educational experience at the College to be “Good” or “Excellent” in preparing them for their employment as shown in Figure 8.4.

Figure 8.4: Graduate Survey: Education at CCC as Preparation for Current Employment



A more detailed review of the 2014 Graduate Survey also revealed that there are several other ways by which educational experience at Capital was significantly beneficial to the career of the graduates. As shown in Figure 8.5, many graduates in 2012, 2013, and 2014 reported that education at the College assisted them to “Get a New Job,” “Get a Salary Increase,” “Get a Promotion,” and “Maintain Current Job.”

Figure 8.5 Graduate Survey: Effectiveness of Education to Specific Employment Aspects



Further, as shown in Table 8.1a, data obtained from the Department of Labor reveal that the average wages for CCC graduates increased over time. The data indicates a consistent and significant increase in earnings for CCC graduates when comparing average wages over time. The earning potential of graduates is not realized immediately following graduation, but rather on a steady upwards trend over time. For example: In the 8th Quarter, graduates from the 2010 academic year showed a 66% average wage increase, compared to their average pre-graduation wages. (Please note that the Pre-Graduation Average Wage is the Average Wage earned in that particular Quarter.)

Table 8.1a Post-Graduation Effectiveness of Education at CCC on Wages

Post Graduation Average Wages Increase				
All Capital Community College Programs CIP-00		Percent of Increase From Pre-Graduation Wage		
	Pre-Graduation Average Wage	1st Quarter Post-Graduation	3rd Quarter Post-Graduation	8th Quarter Post-Graduation
2009-2010	\$6,536	↑ 17%	↑ 44%	↑ 64%
2010-2011	\$6,513	↑ 16%	↑ 47%	↑ 66%
2011-2012	\$6,498	↑ 10%	↑ 37%	Unknown*
2012-2013	\$6,524	↑ 18%	↑ 26%	Unknown*

(Department of Labor: Employment & Wage Data)

Some programs at the College lead to more lucrative careers than others. CCC students who complete healthcare programs, such as an associate degree in Nursing, received marked increases in average wages earned over time, as shown in Table 8.1b. These significant increases continue on an upward trend across all four quarters following graduation.

Table 8.1b Post-Graduation Effectiveness of Nursing Education at CCC on Wages

Post-Graduation Average Wages Increase				
Registered Nurse - CIP 513801	Pre-Graduation Average Wage	Percent of Increase From Pre-Graduation Wage		
School Year Description		1st Quarter Post-Graduation	3rd Quarter Post-Graduation	8th Quarter Post-Graduation
2009-2010	\$6,068	↑ 36%	↑ 137%	↑ 157%
2010-2011	\$6,878	↑ 26%	↑ 105%	↑ 135%
2011-2012	\$6,751	↑ 19%	↑ 105%	Unknown
2012-2013	\$5,327	↑ 48%	↑ 104%	Unknown

(Department of Labor: Employment & Wage Data)

PROJECTION

To further support students, the developmental educational pilot programs will be brought to a scale that will help ensure students move through developmental programs in one semester. In developmental courses, a full-scale integration of embedded tutors and designated lab time with instructors that provides intensive hands-on support will be developed to further support student success. For students who are not college ready, the Center for Academic Transitions will help prepare them through intensive workshops to gain academic placement.

The College will address deficiencies by utilizing a holistic approach, coupling academic and student service interventions. The Achieving the Dream team, a representative body drawn from the entire College community, will oversee the interventions and gauge their progress. This approach begins with the admissions process and follows the students through their career at the College. Multiple measures will be utilized to ensure correct placement of developmental students. The redesigned developmental program will assist students in gaining the skill sets needed to transition into gateway courses and to ultimately graduate.

In addition to improving its own developmental programs, the College will collaborate more closely with institutions from which most of the students come. The fact that many entering students have high school degrees but are not prepared for college work suggests the need for better discussions with high schools, adult basic education, and GED providers to align curricula and expectations.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 11-12)	(FY12-13)	(FY 13-14)	(FY 14-15)	(FY 15-16)
IPEDS Retention Data						
	Associate degree students	47%	48%	47%	42%	47%
	Bachelors degree students					
?	IPEDS Graduation Data (150% of time)					
	Associate degree students	8%	9%	7%	11%	11%
	Bachelors degree students					
?	IPEDS Outcomes Measures Data					
	First-time, full time students					
	Awarded a degree within six years				18%	20%
	Awarded a degree within eight years				19%	20%
	Not awarded within eight years but still enrolled				11%	15%
	First-time, part-time students					
	Awarded a degree within six years				12%	14%
	Awarded a degree within eight years				17%	19%
	Not awarded within eight years but still enrolled				11%	15%
	Non-first-time, full-time students					
	Awarded a degree within six years				33%	35%
	Awarded a degree within eight years				35%	36%
	Not awarded within eight years but still enrolled				11%	15%
	Non-first-time, part-time students					
	Awarded a degree within six years				31%	33%
	Awarded a degree within eight years				33%	35%
	Not awarded within eight years but still enrolled				8%	10%
?	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1		(FY12-13)	(FY 13-14)	(FY 14-15)	(FY 15-16)	
2	New Student Retention Rate: Fall to Spring	76%	72%	71%	76%	78%
3	Overall College Retention Rate: Fall to Spring	68%	66%	66%	65%	68%
4	Overall College Retention Rate: Fall to Fall	45%	44%	41%		45%
	Gateway English (ENG 101) - Student Persistence Rate: Beginning of Fall Term to End of Fall Term	90%	91%	89%	92%	93%
5	Gateway Math (MAT 137) - Student Persistence Rate: Beginning of Term to End of Term	86%	82%	86%	84%	86%
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1	IPEDS Graduation Data (200% of time)	14%	13%	11%	12%	14%
2						
3						
4						
5						
Definition and Methodology Explanations						
1						
2	IPEDS Graduation Data (200% of time)					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

		Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure		6 years ago	4 years ago	6 years ago	4 years ago
P	First-time, Full-time Students				
	Degree from original institution			17%	16%
	Not graduated, still enrolled at original institution			8%	14%
	Degree from a different institution			10%	3%
	Transferred to a different institution			19%	18%
	Not graduated, never transferred, no longer enrolled			45%	49%
P	First-time, Part-time Students				
	Degree from original institution			11%	5%
	Not graduated, still enrolled at original institution			8%	12%
	Degree from a different institution			12%	4%
	Transferred to a different institution			14%	14%
	Not graduated, never transferred, no longer enrolled			56%	65%
P	Non-first-time, Full-time Students				
	Degree from original institution			43%	38%
	Not graduated, still enrolled at original institution			4%	9%
	Degree from a different institution			20%	8%
	Transferred to a different institution			17%	24%
	Not graduated, never transferred, no longer enrolled			16%	21%
P	Non-first-time, Part-time Students				
	Degree from original institution			37%	31%
	Not graduated, still enrolled at original institution			6%	13%
	Degree from a different institution			20%	12%
	Transferred to a different institution			14%	17%
	Not graduated, never transferred, no longer enrolled			23%	27%

Measures of Student Achievement and Success/Institutional Performance and Goals						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	Number transferred to a 4-Yr Institut	248	224	219	174	175
2						
3						
4						

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Definition and Methodology Explanations

Line 4-27: Cohort from 6 years ago = Fall 2010 / Cohort from 4 years ago = Fall 2012
 Percentages based on data provided by "Student Tracker Cohort Query"

Line 33-36: Example: Current Year= 2015 Methodology: Use Clearing House Data for Fall 2014 Cohort. Capital students in Fall 2014 who, with or without a degree, transferred the next spring (2015) to a 4 year institution.

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year (FY 2015)
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State Licensure Examination Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX-RN	117	106	119	102	110	96	98	89
2									
3									
4									
5									

National Licensure Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX_RN	117	106	119	102	110	96	98	89
2	*CMA(AAMA)--Optional			10	7	8	4	7	2
3	**RMA(AMT)--Optional	6	6	0		0		0	
4	Radiology ARRT	16	14	14	8	13	10	12	11
5	National Registry of EMT's Paramedic	37	37	25	24	28	28	28	28

Job Placement Rates									
	Major/time period	* # of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Nursing/Grad Survey Result	117	17	119	no data	110	58	98	52
2	Medical Assisting***	9	6	18	7	22	12	12	4
3	Radiology **** Percent		78		100		88		100
4	EMT's Paramedic	37	31	25	18	28	20	28	27
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

					3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year (FY 2015)	Next Year Forward (goal) (FY 2)
--	--	--	--	--	-------------------------------	-------------------------------	------------------------------	------------------------------	---

Completion Rates									
1	EMT's Paramedic				59%	52%	50%	63%	63%
2									
3									
4									
5									

Placement Rates									
1	EMT's Paramedic				84%	72%	71%	96%	96%
2									
3									
4									
5									

Please enter any explanatory notes in the box below

* MA Certification Exam / ** MA Registration Exam / ***Based on student reporting only / **** Data gained by Graduate Surveys / The National Registry of EMT's Paramedic exam is used for the state licensure exam

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
?	Master's Programs (Add definitions/methodology in #1 below)					
	Retention rates first-to-second year					
	Graduation rates @ 150% time					
	Average time to degree					
	Other measures, specify:					
?	Doctoral Programs (Add definitions/methodology in #2 below)					
	Retention rates first-to-second year					
	Graduation rates @ 150% time					
	Average time to degree					
	Other measures, specify:					
?	First Professional Programs (Add definitions/methodology in #3 below)					
	Retention rates first-to-second year					
	Graduation rates @ 150% time					
	Average time to degree					
	Other measures, specify:					
	Distance Education (Add definitions/methodology in #4 below)					
	Course completion rates					
	Retention rates					
	Graduation rates					
	Other measures, specify:					
	Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
	Course completion rates					
	Retention rates					
	Graduation rates					
	Other measures, specify:					
	Definition and Methodology Explanations					
1						
2						
3						
4						
5						

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

DESCRIPTION

INTEGRITY

Capital Community College's mission and values, policies, procedures and practices embrace an atmosphere of responsibility, integrity and respect for people of diverse characteristics and backgrounds.

As a member of the Connecticut State College and Universities System, CCC is bound by standards of performance derived from the Connecticut General Assembly's 2011 statute ([Exhibit 9.1](#)). The College, with the assistance of the Board of Regents for Higher Education (BOR), monitors, supports, and recognizes the highest standards of integrity and ethics in its conduct and relationship with internal and external constituents.

Within a larger state system, CCC's mission and governing authority are established in state law. Thus, a firm and legal foundation provides a clear and broad framework from which the College can establish, communicate, monitor, and assess its institutional ethics and practices.

CCC plays an integral role in the Hartford community, emphasizing the importance of service learning and community service. The College is cognizant of its responsibilities to the community and organizations in their interactions and collaborations. The College's commitment to external agencies, organizations and the general public is embodied in its attainment and maintenance of national and regional accreditations. This signifies the academic integrity of an institution and its programs. The College has five programs accredited by a national, specialized accrediting body: Early Childhood Education, Medical Assisting, Nursing, Paramedic, and Radiologic Technology ([Exhibit 9.2](#)).

CCC is first and foremost a teaching institution. The College engages in research activities that are useful for institutional effectiveness, such as assessments of student achievement, retention, attrition, services, and educational programs. Furthermore, college faculty and staff participate in departmental planning, committees, and accreditation reviews. These collaborations prompt regular monitoring of the College's integrity and adherence to NEASC standards. Academic freedom is essential to the pursuit of knowledge, and the College articulates its importance for all members of the College community. Collective bargaining agreements of the Congress of Connecticut Community Colleges (4C's) ([Exhibit 9.3](#)) and the American Federation of Teachers (AFT) ([Exhibit 9.4](#)) include articles establishing members' rights to academic freedom and outline grievance procedures dedicated to resolving complaints of academic freedom violations.

Student conduct appropriate to a learning environment is important to the quality of education at the College. Policies concerning academic honesty are the responsibility of the Office of Student Services. Standards of conduct, including a statement on plagiarism and cheating, are established and communicated to all members through College publications ([Exhibits 9.2, 9.5](#)). The Student Handbook outlines expectations of all students as it pertains to satisfactory academic progress and informs students of their expected adherence to all forms of academic honesty. Within online courses, academic integrity is maintained through the College's academic honesty policy. In

response to the growing concern over the integrity of online courses at colleges and universities across the country, guidelines that outline expectations for distance learning were developed ([Exhibit 9.6](#)). Compliance is managed by the Dean of Student Services, who oversees and administers the College's student discipline system and ensures compliance with these standards of conduct. Student grievance procedures are specified in the College catalog and Student Handbook ([Exhibits 9.2, 9.5](#)).

The College adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, and advancement. Faculty and staff selection conforms to system-wide policies intended to provide equal access to employment opportunities and to create a diverse workforce. Collective bargaining agreements, the state's civil service regulations, the College's affirmative action plan ([Exhibit 9.7](#)), and its employment policy all support equitable consideration for employment opportunities and advancement within the College. Other College policies and procedures clearly outlined in the College catalog concern people with disabilities, violence prevention and response, disturbances on campus, drug-free environment, weapons on campus, communicable diseases, racism and acts of intolerance, and sexual misconduct and campus sex crime prevention ([Exhibit 9.2](#)). Beginning in fall 2015, all course syllabi must include the following mandates: Students with Special Needs Statement, Sexual Violence Awareness Policy, and NEASC Credit Hour Policy. ([Exhibit 9.8](#)).

The College's annual affirmative action plan additionally specifies current goals and efforts toward achieving parity in an inclusive, collaborative workforce. The plan serves as a guide for the College to monitor its successes and its shortcomings. The plan clearly outlines procedures by which faculty, staff, and students can bring complaints of discrimination and sexual harassment ([Exhibit 9.8](#)). The College ensures that complainants are made aware of other vehicles by which they may pursue their concerns, including the State of Connecticut Commission on Human Rights and Opportunities, Equal Employment Opportunity Commission, and Office of Civil Rights.

TRANSPARENCY & PUBLIC DISCLOSURE

CCC publications describe the College's programs, courses, resources, and activities, and serve as recruiting and informational tools for prospective and current students, staff, faculty, and the general public in the College's service area.

The College makes every effort to produce clear, effective, and concise public documents, and the Director of Marketing and Public Relations oversees, edits, and coordinates the distribution of most publications, including the College catalog ([Exhibit 9.2](#)), brochures ([Exhibit 9.2](#)), posters, and other written materials. The Student Services division oversees and produces the Student Handbook ([Exhibit 9.5](#)) and the School of Workforce and Continuing Education produces its own publications ([Exhibit 9.10](#)). Each of these documents includes contact information for relevant individuals, departments, and College offices. Printed publications are prominently on display and available throughout the College in locations frequented by current and prospective students. They are also available online or by request from the pertinent departments.

The Director of Marketing and Public Relations supervises the webmaster, and ensures that all publications are posted on the College's website ([Exhibit 9.11](#)), as well as information about all programs, degrees, certificates, departmental information, College news, events, honors, new initiatives, and press releases. In the summer of 2006, the College installed electronic plasma screens on every floor of the College, and the Director of Marketing and Public Relations posts all messages pertinent to the College community there, ranging from events taking place currently to promoting upcoming and new courses, programs, and opportunities to students. In 2013 the College installed three frames in all six elevators, which are used to notify the College community, particularly students, about new degree programs, courses, events, resources, and opportunities to help them succeed academically and personally.

Current and prospective students go to the online portal myCommNet ([Exhibit 9.12](#)) for accurate, up-to-date information on courses for the upcoming semester, as suggested by the Registrar and the Admissions Office. Items that were previously promoted in the Enrollment Guide are displayed in multiple locations around the College for students to see.

Print and online publications are part of a communication network that conveys a wide variety of information in response to needs of many constituents, who access information from different points. The Welcome and Advising Center, customarily the first stop all new students make at the College, provides information about the College and connects students with academic support services and programs through faculty and staff who assist them with admissions and information about financial aid, placement testing, registration, and academic program selection.

Many aspects of campus life are documented in the College's various print and electronic publications. The key document is the College catalog, which supports the College's mission by providing information on diverse degree, certificate, and career path, as well as support services. All institutional publications, print and electronic, are consistent with catalog content and portray the conditions and obligations of the institution. They also specify the opportunities and responsibilities of the students.

The catalog communicates the College mission, describes academic programs and services, goals for student education, and detailed learning outcomes for academic programs. In addition, the catalog addresses academic policies and procedures, including transfers and withdrawals, admission and attendance requirements, expenses and refund policies, and rules pertaining to student conduct. Many of these are reinforced or further detailed in the Student Handbook. The final pages of the College catalog list the names of the current members of the BOR, the CCC Foundation and Regional Advisory Council, and the names and credentials of full time faculty, staff, and administration.

The catalog features the institution's statements about its current accredited status as well as national accreditation information for the Nursing, EMT-Paramedic, Radiologic Technology, Medical Assisting, Early Childhood Education, and Early Childhood Education Laboratory School Programs. Numerous institutional, divisional, and departmental memberships in higher education professional organizations are listed here also.

The College website reproduces and supplements much of the information described above. It provides further details about the total cost of tuition and fees per semester, the number of credit hours necessary to complete each program, and details of financial aid opportunities. The Financial Aid Services webpage ([Exhibit 9.13](#)) links to FAFSA on the web, a listing of financial aid programs, student eligibility criteria, and scholarship search engines, as well as a schedule of in-house financial aid workshops and a student guide to applying for financial aid in both English and Spanish. The Institutional Assessment Portfolio on the College website includes documents and data related to strategic planning, academic program review, assessment of student learning, and institutional accreditation.

Key data is available online. The Office of Institutional Research maintains a fact sheet (2014 Snapshot online under Institutional Research ([Exhibit 9.14](#)) on the size and characteristics of the student body posted on the College website. The Connecticut Board of Regents for Higher Education website <http://www.ct.edu/about/stats> ([Exhibit 9.15](#)) publishes information and statistics on student graduation, transfer, and retention rates for Connecticut State Colleges and Universities. A link to this information is also provided under the “Student Right to Know” section off the “Current Students” link from the College website.

College financial statements are audited on a system-wide basis. As this is information of the CSCU system, the statements are located on the BOR website ([Exhibit 9.16](#)). The College’s most recent audited financial statement is available in the Business Office from the Director of Finance.

In June 2012 the College debuted its Facebook page, which is administered by the Director of Marketing and Public Relations. The Assistant to the Academic Dean also has administrative rights. Information about College programs, important dates related to registration/enrollment, and College news/events are posted daily, as are photographs and news items relevant to the College’s community of learners.

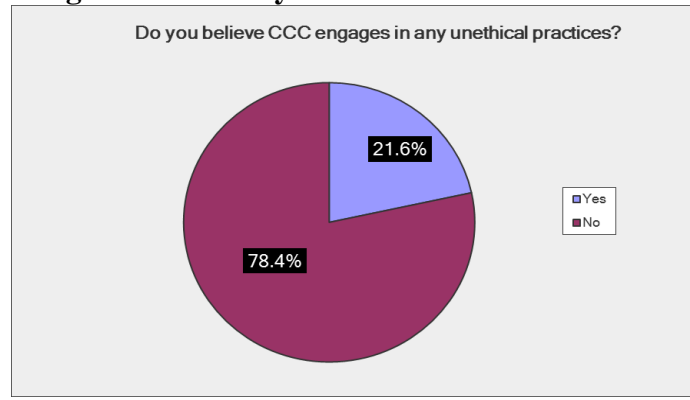
Leading up to each new semester, programs and important dates are advertised on cable television, a local radio station, newspapers, Hispanic publications, local online news venues, digital screens in area supermarkets (in Spanish), and, recently, on billboards. The College has large, eye-catching ads on the side of buses in the College’s service area all year long.

APPRAISAL

INTEGRITY

The College is committed to acting with integrity. The integrity of the institution depends on adherence to policies and practices that are designed to ensure the fair, legal, and ethical management of all the College’s relations. The College maintains a balance between flexibility and consistency in an attempt to set high standards of conduct, and hold the members of its community to those standards. The 2015 Self-Study Survey asked respondents if the College engages in any unethical practices (Q54). Almost 80% of respondents reported their belief that CCC “does not engage in unethical practices,” as shown in Figure 9.1 ([Exhibit 9.17](#)).

Figure 9.1: Survey of Ethical Practices at CCC



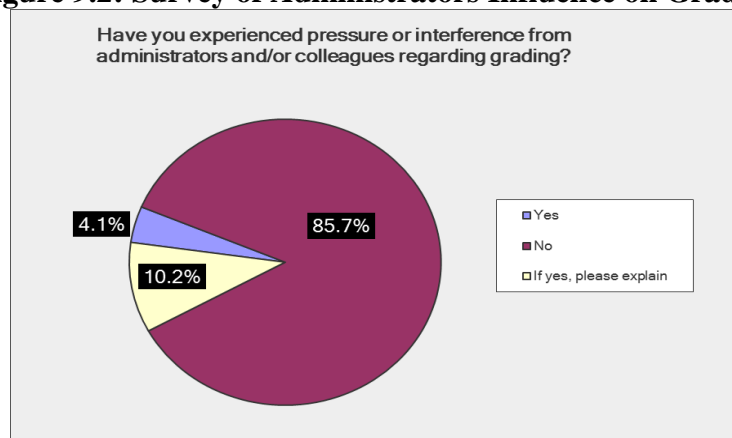
Despite progress toward unifying areas of collective bargaining across diverse unions, disparities remain concerning issues ranging from faculty workloads to compensation. Recent grievances have effectively clarified contract language, and the College abides by all settlements ([Exhibits 9.3, 9.4](#)). When asked how well academic and/or contractual policies achieve equity (Q26), 30.9% responded “Well” to “Very Well”, 41.3% selected “Neutral” and 26.8% responded “Poor” to “Very Poor”.

Question 55 of the College Survey asked respondents to rate the level of standards for assigning grades. 32.7% rated “High” and “Very High”, 48.3% selected a rating of “Average” and 20.4% rated “Low” to “Very Low”. Question 56 inquired about the level of severity of penalties for academic dishonesty and over 50% of the responses selected a rating of “average” and 21.4% of survey respondents rated “High” to “Very High”. Overall, 77% of respondents believe that the College appropriately responds to academic dishonesty.

Question 57 asked how well the College culture promotes academic integrity. 21% of the survey respondents said “Poorly” to “Very Poorly,” while close to 40% said “Well” to “Very Well”.

Question 58 asked about pressure or interference from administrators regarding grading. Approximately 85% responded “No Pressure or Interference” and less than 15% reported “Pressure or Interference” from administrators.

Figure 9.2: Survey of Administrators Influence on Grading



While the largest group of respondents did not report pressure or interference from administrators, the qualitative data report allegations such as: “They change grades”, “There is [an administrator] at the College that has actually changed grades. [The administrator often engages in unethical practices]”, “There is pressure to not have students fail out of the class”, “Pressure to award incomplete,” and “Administrators have changed grades without my permission and pressured me to reconsider grades.” In response to these allegations, grade changes from fall 2013 through summer 2015 were reviewed by the Registrar. Four instances of grade changes were found, noting administrative or late withdrawals from the course and not grade changes.

Although the College believes in integrity of the highest standards, concerns were raised about the facility. For instance, our current location in downtown Hartford presents several challenges including parking, elevator issues, the layout of the Student Services Division, and the physical constraints of the College’s space. These challenges relate to integrity because they compromise educational experiences, privacy, accessibility, and safety. For instance, question 39 of the survey asked about issues related to safety and over 90% of respondents reported feeling that the parking garage was not safe.

CCC expressed these concerns to the BOR ([Exhibit 9.18](#)).

TRANSPARENCY & PUBLIC DISCLOSURE

The catalog, which is updated annually, is coordinated by the Director of Marketing and Public Relations and is assessed for inaccuracies by the Academic Dean’s Office, which has resulted in a more accurate and informative publication. In 2013, the College reduced the number of hard copies printed from 8,000+ catalogs to a few hundred, for use by management, chairs, directors, and faculty. Students and others access the catalog online, with a few dozen hard copies for student use available in the library. For the past several years the Director of Marketing and Public Relations has designed the enrollment guide in a magazine format, with articles and “ads” to elicit interest in programs, classes, and services the College wanted to promote.

In 2013 the College stopped producing the hard copy version of the enrollment guide due to costs and went completely online with the publication. In spring 2014, the College ceased producing the online version of the guide as there was no evidence it was being effectively utilized by students, who regularly go to myCommNet for information. Items previously promoted in the guide are now displayed in multiple locations throughout the College. Due to budget restrictions, the College has eliminated mailings to residences and businesses.

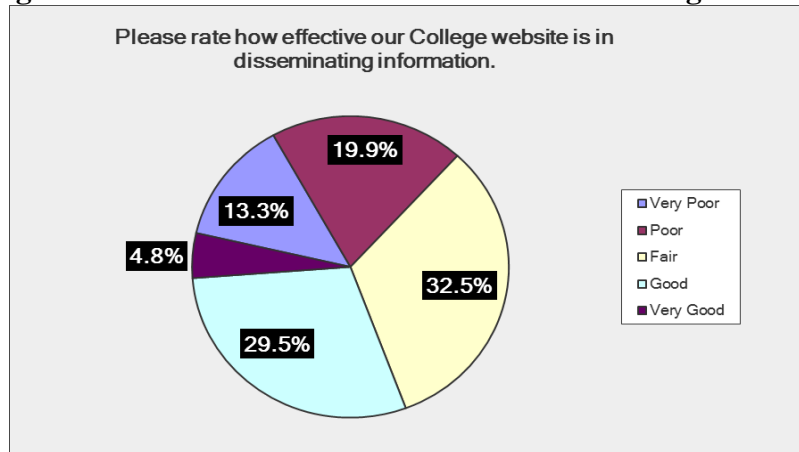
Electronic plasma screens on every floor of the College were upgraded in 2015, with a superior system providing more control over design options. A new movie-like screen was installed in the College’s lobby, along with new couches, chairs, and tables, for students and visitors.

Between September 2005 and June 2011, CCC experienced website limitations and had no permanent, full-time webmaster. Over that period of time, the College hired and replaced four different part time webmasters, who often were only able to post the bare essentials, such as snow closings and other urgent information for the College community. Each new part-time webmaster encountered a steep learning curve regarding the many departments, programs, and

areas of the College, and although each got up to speed eventually, this frequent turnover resulted in a less useful and inferior website during those periods, frustrating many constituents.

The current webmaster functions in this capacity on a part-time basis. Also, every six months the webmaster's contract must be renewed and approved by management. In order to keep the website completely current and up to standard, College-wide there is little disagreement that what is needed is a full time webmaster. Data collected from faculty and staff in the 2015 NEASC Self-Study survey suggest that respondents held mixed views regarding how effective the College website is at disseminating information, as shown in Figure 9.3.

Figure 9.3: Assessment of the Effectiveness of College Website



Comments in the survey suggest that effective communication throughout the institution is a concern and a challenge. Comments suggest that faculty and staff are not notified about relevant news, such as the inception of Capital Community College Magnet Academy, new hires, grants, program changes, and activities on campus, and that, for students, Facebook is the primary vehicle for information. Comments also point out that our website is not a good representation of what we offer prospective students and that more resources are needed in order for the College's information and marketing department, which consists of one person, to effectively keep up with the flow of news and information.

Although budget concerns continued to be a factor, in 2013 management put out an RFP to hire a vendor to redesign the College website. A committee comprised of staff and faculty from every division of the College selected a vendor, and management then hired a part time project manager who contracted to take on the project for nine months. The College lost time, as the committee worked with the vendor for almost a year to try to achieve a satisfactory result. Ultimately, the vendor was released and the search for an alternate vendor ensued. In September 2015, the College hired a new vendor and website meetings with them have begun, with the goal of fast-tracking the renovation of the College's website for 2016. To save money, an outside project manager was not hired, and a full time employee was assigned that job as AR.

PROJECTION

INTEGRITY

To maintain high academic standards and integrity, the College is in the process of establishing a standing Academic Appeals Committee. This committee will address student grade appeals, replace the current *ad hoc* committee, and be part of the College governance committees.

The two faculty employee unions (4C's and AFT) will continue to work in good faith toward harmonizing workloads, compensation, and other employment concerns that question equity. Although many of the salient issues are negotiated at the statewide level, some are amenable to local solutions. Specifically, the 2011-2016 union contracts expire June 30, 2016. Negotiations are ongoing.

In 2016, CCC will implement a student management system called Insight. This system will assist the Counseling Office with scheduling student appointments and help the College track student progress. This effort will lead to better student outcomes, specifically retention and graduation rates ([Exhibit 9.19](#)).

The College faculty and staff continue to present the safety challenges to College administrators for their review and advocacy.

The College will continue to engage in a thorough and systematic review through self-examination and corrective action on a regular basis as it conforms to the College's and system-wide policies. Through both externally-prompted reviews and the College's own reviews; and organization and governance, CCC will continue to adhere to policies and practices that foster its integrity as an educational institution providing high quality, student-centered, accessible education to a diverse student population in our region.

TRANSPARENCY & PUBLIC DISCLOSURE

Due to the current state of the economy, specifically in Connecticut, budget funding has been reduced, and further reductions are expected.

In light of the NEASC visiting team's 2006 report citing the website as the only area of concern under Standard Ten, finding a permanent solution to longstanding website inadequacies is a top priority. The College website has been completely redesigned and is available as of August 2016.

The self-study process continues to stimulate fuller focus on student success data. These efforts are led by the College's Director of Institutional Research, who is tasked with collecting, analyzing, and interpreting quantitative and qualitative data. The Director of Institutional Research enhances institutional effectiveness by providing information management expertise for strategic planning, assessment, and evaluation. The Director will continue to organize annual information on student body characteristics, demographics, and various other measures of student success, as well as to track longitudinal student learning outcomes. The College regularly publishes and distributes such data to the College community, including management team and department chairs, as well as area stakeholders, including the College's Foundation, State agencies, and the Board of Regents.

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

? Policies	Last Updated ?	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2015-2016	Capital Community College Student Handbook 2015-2016.pdf	Dean of Students
Intellectual property rights	01/15/08	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	The 4C's, AFSCME, & AFT
Conflict of interest	1/2005	http://www.ccc.commnet.edu/docs/DualEmploymentForm.pdf	CCC Human Resources
Privacy rights	2016	http://www.capitalcc.edu/wp-content/uploads/2016/09/FERPA-Brochure-February-2016.pdf	Registrars Office
Fairness for students	2015-2016	Capital Community College Student Handbook 2015-2016.pdf	Dean of Students
Fairness for faculty	01/15/08	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	The 4C's, AFSCME, & AFT
Fairness for staff	01/15/08	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	The 4C's, AFSCME, & AFT
Academic freedom	01/15/08	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	The 4C's, AFSCME, & AFT
Research			
Title IX	2014	http://www.capitalcc.edu/about/college-policies/	Affirmative Action Officer
Other; specify			
Sexual Violence Statement	2014	http://www.capitalcc.edu/about/college-policies/	Affirmative Action Officer

Non-discrimination policies

Recruitment and admissions	2015	http://www.capitalcc.edu/human-resources/ http://www.capitalcc.edu/admissions/edu/deptAdmissions.htm	Recruitment of Employees done by Human Resources and Recruitment of students done by Admissions office.
Employment	2015	http://www.capitalcc.edu/human-resources/	CCC Human Resources
Evaluation	01/15/08	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	The 4C's, AFSCME & AFT
Disciplinary action	2015	http://www.capitalcc.edu/human-resources/	CCC Human Resources
Advancement	01/15/08	http://www.commnet.edu/emprel/Contracts/4Cs%20contract_final_1-15-08.pdf	The 4C's, AFSCME & AFT
Other; specify			

Resolution of grievances

Students	2016	Capital Community College Student Handbook 2015-2016.pdf	Dean of Students
Faculty	2015	http://www.capitalcc.edu/human-resources/	CCC Human Resources
Staff	2015	http://www.capitalcc.edu/human-resources/	CCC Human Resources
Other; specify			

v	Other	Last Updated	Website location or Publication	Responsible Office or Committee
	1 Sexual Harrassment	2015	http://www.ct.edu/hr/policies#ccc	ADA Coordinator,

2 ADA Procedures	2015

http://www.ct.edu/hr/policies#ccc

Affirmative Action Officer & Human Resources
ADA Coordinator, Affirmative Action Officer & Human Resources

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.capitalcc.edu/contact-us
Notice of availability of publications and of audited financial statement or fair summary	http://www.capitalcc.edu/foundation/
Processes for admissions	http://www.capitalcc.edu/how-to-apply/
Processes for employment	http://www.capitalcc.edu/human-resources/
Processes for grading	Capital Community College Student Handbook 2015-2016.pdf
Processes for assessment	http://www.capitalcc.edu/protected/Assessment/index.htm
Processes for student discipline	Capital Community College Student Handbook 2015-2016.pdf
Processes for consideration of complaints and appeals	Capital Community College Student Handbook 2015-2016.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Academic Excellence For All Students	Capital Community College Strategic Plan 2015-2018
Excellence In Teaching And Learning	Capital Community College Strategic Plan 2015-2018 Web Link not yet available - Document pending incorporation into Capital CC's new website
Excellence In Employment And Certification	http://www.capitalcc.edu/academics/degrees/paramedic-studies-emergency-management-response-option/
Excellence In Liberal Arts Education	http://www.capitalcc.edu/academics/degrees/early-childhood-education/
Excellence In Competency-Based Education	http://www.ccc.commnet.edu/docs/ECE-Brochure-2015.pdf
Excellence In Graduate And Employer Satisfaction	http://www.capitalcc.edu/academics/degrees/medical-assisting/
Excellence In Program Outcomes And Completion	http://www.capitalcc.edu/academics/academic-departments/nursing-program/
Excellence In Certification And Job Placement	http://www.capitalcc.edu/academics/degrees/radiologic-technology-program/
Excellence In National Accreditation	Capital Community College Catalog-2016-2017.pdf
Excellence In Graduates' Job Earnings	Capital Community College, Graduate Employment and Wage Results, Preliminary Report 2009-2012 Document currently located in IR office. Web Link not yet available - Document pending incorporation into Capital CC's new website

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	Capital Community College Catalog-2016-2017.pdf
Obligations and responsibilities of students and the institution	Capital Community College Student Handbook 2015-2016.pdf
Information on admission and attendance	http://www.capitalcc.edu/admissions/
Institutional mission and objectives	Mission Statement.pdf
Expected educational outcomes	http://www.capitalcc.edu/academics/degrees/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	N/A
Requirements, procedures and policies re: admissions	http://www.capitalcc.edu/admissions/
Requirements, procedures and policies re: transfer credit	http://www.capitalcc.edu/admissions/transfer-student-steps-for-enrolling/
A list of institutions with which the institution has an articulation agreement	http://www.capitalcc.edu/admissions/transfer-student-steps-for-enrolling/
Student fees, charges and refund policies	http://www.capitalcc.edu/admissions/tuition-fees/
Rules and regulations for student conduct	http://www.capitalcc.edu/about/college-policies/
Procedures for student appeals and complaints	Capital Community College Student Handbook 2015-2016.pdf
Other information re: attending or withdrawing from the institution	Capital Community College Student Handbook 2015-2016.pdf
Academic programs (1)	http://www.capitalcc.edu/academics/degrees/
Academic programs (2)	http://www.capitalcc.edu/academics/certificates/
Courses currently offered	http://www.online.comnet.edu/pls/x/bzskfcls.P_CrseSearch
Other available educational opportunities	http://cccceonline.com/
Other academic policies and procedures	http://cccceonline.com/
Requirements for degrees and other forms of academic recognition	Capital Community College Catalog-2016-2017.pdf
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	Capital Community College Catalog-2016-2017.pdf
Names and positions of administrative officers	http://www.capitalcc.edu/staff/
Names, principal affiliations of governing board members	http://www.ct.edu/regents/members

Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	N/A
Size and characteristics of the student body	http://www.capitalcc.edu/about/capital-community-college-facts/
Description of the campus setting	http://www.capitalcc.edu/about/capital-community-college-facts/
Availability of academic and other support services	http://www.ccc.commnet.edu/academic-success-center.htm
Range of co-curricular and non-academic opportunities available to students	http://www.capitalcc.edu/student-services/student-activities/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.capitalcc.edu/campus-directory/
Institutional goals for students' education	http://www.ccc.commnet.edu/protected/CourseOutlines/index.htm
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://capitalcc.edu/NEASC/StudentRightstoKnowCohort1999to2008.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.commnet.edu/finaid/netprice/g_npcalc.htm
Expected amount of student debt upon graduation and loan payment rates	http://my.commnet.edu
	Located under the Banner Self Serve/Financial Aid/Federal Shopping Sheet Menu
Statement about accreditation	http://www.capitalcc.edu/neasc-accreditation/



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	Capital Community College Catalog-2016-2017.pdf
Print Publications	CCC Catalog 2016-2017, pp. 30
Self-study/Interim Report Page Reference	Page 35

- Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	www.capitalcc.edu/2016/04/26/college-catalog-2016-2017
Print Publications	CCC Catalog 2016-2017, pp. 14
Self-study/Interim Report Page Reference	Page 35

- Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered ." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	Capital Community College Student Handbook 2015-
Print Publications	Student Handbook 2016-2017
Self-study/Interim Report Page Reference	134

- Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)


Method(s) used for verification	Capital uses secure login and pass code procedures that require multiple forms of student ID to obtain code to verify student identity
Self-study/Interim Report Page Reference	Page 39

• **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation**

Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.capitalcc.edu
Print Publications	Hartford Courant, Identidad Latina, The West Indian American and The Hartford News
Self-study Page Reference	Page xx

The undersigned affirms that Capital Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:  Date: September 2, 2016

March, 2016

CAPITAL COMMUNITY COLLEGE

TABLE OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
At the institutional level:							
For general education if an undergraduate institution:							

Degree Program - Accounting							
1. A.S. Accounting	Yes	Every syllabus, the school catalog and website	None	n/a		n/a	April 2014
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program - Architecture							
2. A.S. Architectural Engineering Technology							
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course,	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)

			portfolio review, licensure examination)				
Degree Program – Bio Technology							
3							
A.S. Biotechnology							
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program - CIS							
2.	yes	College Catalog	Student artifacts collected from specific courses throughout the degree program are used to measure how well students achieve the	Student artifacts are evaluated by faculty who taught the course, as well as the Program Coordinator. Artifacts are collected and	See Appendix A	Changes were made to CST 150 to incorporate more discussions on cross-browser functionality and have students test	April 2014

			stated degree outcomes.	evaluated each semester.		their websites in different browsers as a mandatory component of the final project. In CSC 231 Database Design, students will be given more Case Study exercises to practice creating ER models. Study exercises to practice creating ER models.	
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Communication Media							
2. A.S.	Yes	College Catalog. Also at	College Catalog Banner success	Program coordinator and	The college's general education	Increase course-level	A Program Review is currently in

<p>Communication Media</p>		<p>http://www.capitalcc.edu/academics/degrees/communication-media/</p>	<p>rate data; Feedback from Internship Sites (via survey). Student internship reports/presentations.</p>	<p>faculty work groups</p>	<p>assessments of student work samples in both writing and critical thinking indicate satisfactory performance among majors. Internship site supervisors report strong satisfaction with students' skills related to media authoring and tools as well as interpersonal and oral communication (particularly with clients and supervisors). Internship presentations demonstrate effective oral communication and discussion-leading. Most students successfully transfer to and complete bachelor's</p>	<p>emphasis on story-telling for multiple audiences and general writing skills.</p>	<p>progress. A Review completed in Spring 2009 on file with the Dean of Academic Affairs.</p>
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					programs, and many graduate with job offers.		
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Construction Management							
2. A.S. Construction Management							
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Criminal Justice							
2.	Yes	College Catalog and	Assignment reviews	Advisory board	Overall students were	Will promote more writing	Fall 2010

A.S. Criminal Justice		http://www.capitalcc.edu/academics/degrees/criminal-justice/	include written artifacts, ppt. notes from oral presentations, graduate survey and exit interviews	annually reviews materials using rubrics and Likert scales	satisfied with the CJ program (Refer to Program Assessment).	assignments within the curriculum.	
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Early Childhood							
2. A.S. Early Childhood Education	Yes	http://www.capitalcc.edu/academics/degrees/early-childhood-teacher-credential-ectc/	Key assessments (five standards and five supportive skills), student teaching internship/practicum, state licensure State of CT DOE- Early	Faculty interpret the evidence bi-annually, the Office of Early Childhood Education- DOE State of CT reviews applications for the ECTC-ongoing,	Approximately 75% of students in the degree program are meeting expectations on the key assessments. Approximately 10% of the students in the	Key assessments have been reviewed and revised based on the data and the evidence gathered by the program faculty. The capstone	October 2012-NAEYC Accreditation

			Childhood Teacher Credential (ECTC)	NAEYC- a program report is submitted to NAEYC annually	degree program are exceeded expectations on the key assessment.	course (student teaching practicum) has been reviewed, and revised to meet the needs of the students, the program, accreditation and credential requirements; and the needs of employers. The degree program has been revised to include more education content (teaching, learning and child development) meeting the expectation of the CT DOE and the Office of Early Childhood Education	
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – General Studies							
2. A.S.	Yes, there are five	Course catalog and the College Web Site					
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Health Information Systems							
2. A.S. Health Information Management	Yes	College Catalog Course Syllabi College website	Employer Surveys Externship Site Evaluations	Reviewed by the Program Coordinator and Advisory board	Overall students seems satisfied with the program. They are eagerly	More emphasis placed on program review	Accreditation under process

			Graduate Surveys		awaiting for the program to get accredited		
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Management							
2. A.S. Management	Yes, 19 learning outcomes	College catalogs; website; common course outlines; Management Program Review; marketing materials; Learning outcomes are included in each syllabus for each course, as well as each common course outline.	Identification of artifacts; assessment tool w/rubric; recommendations from Business Advisory Council; Managers in the Internship Program using an evaluation form; average grade scores of mgnt. students in terminal courses along with project	Annually , faculty from the respective Schools of Business and CCC.; Quarterly, faculty and advisors from CCC, mgrs.to whom the interns report and program mgrs. from CCC meet to review perf. of interns' knowledge and deficiencies.	Assessment tool used for Program Review: scores ranged from 71% to 93.6% (content knowledge and written format); 90% of interns received a score of 15 or higher out of possible 20 points by mgrs. on eval.forms; average grades in terminal courses (HR	The assessment tool will have more specific directions. A co-req with an English course has been required of students taking mgnt./mktg. (course content has NOT been compromised for dev. students). More writing assignments are required; team skills stressed.	Last Program Review: May, 2014.

			<p>scores (OB and HR); Degree review with CCSU and UConn – Regional Campuses. Feedback provided regarding perf. of students who transfer; Perf. reviews of CCC interns placed at Travelers and United Health Care; Completion of Common Professional Component (CPC) comp. exam. Entry exam given during mgnt. course (inbound), exit exam given during HR (terminal) course (outbound). This inbound/outbound exam testing</p>	<p>Assessment tool sent to students who are near to completing the program; The Program Coor., a consultant and the Dept. Chair have interpreted the data. The Program Coor. also reviews artifacts (most recently writing and critical thinking samples), working together with the college’s Assessment Team. The Coor. and faculty members meet each semester to review this process.</p>	<p>and OB) range from 85-90. Results from the Common Professional Component Exam (CPC) in spring, 2012 has indicated that the average overall outbound score was 47.7, with a median of 50.0. Both scores are considered to be in the “average” range. The overall average score compared to an aggregate pool (Bachelor’s Degree) was 43.3 compared to 49.2. A total inbound/outbound result compared to “different” aggregate pools was 50.4%</p>	<p>More practical application of key concepts has been implemented. Increased advising of students by mgnt. faculty. More assessment methods are being investigated. Analysis of the Common Professional Component (CPC) comp. exam has resulted in more emphasis in certain competencies like organizational charts and graphs, and data analysis and tools. <u>As a result of the recent Longitudinal Analysis, a review of pedagogy in</u></p>	
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			<p>construct provides data for internal benchmarking as well as a comparison to an outside aggregate pool.</p>		<p>compared to 47%. <u>In spring, '13, a Longitudinal Analysis was completed with 68 students taking an outbound exam.</u> <u>Compared to 43.61% in fall, 2011 students in terminal courses in spring, 2013, scored 43.80%.</u> In fall 2015 an inbound exam is being taken by mgnt students enrolled in classes. The exam is comprised of mgnt., mktg., acct., and bus. comm. questions. An outbound exam will be giving in spring, 2015 to students in our terminal</p>	<p><u>management and marketing is being planned.</u></p>	
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					courses, covering the same subjects.		
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Medical Assisting							
2. A.S. Medical Assisting	Yes	College Catalog Course Syllabi College Website	Employer Surveys Externship Site Evaluations Graduate Surveys Credentialing Exam Participation & Results	Interpreted annually by the MAERB (Medical Assisting Education Review Board)	Thresholds exceeded in employer survey, externship evaluation, graduate survey, and credentialing exam results Percentage of graduates participating in credentialing exam falls below threshold	More emphasis placed on program review & participation in credentialing process	Annual Report Submission of 12/2014 Reaccreditation of Program by CAAHEP (Commission on Accreditation of Allied Health Education Programs) site visit scheduled for October 2015.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Nursing							
2. A.S.	Yes The student learning outcomes established for the CT-CCNP articulate the knowledge and skills necessary to function safely and effectively as a safe, competent entry level registered nurse. The outcomes are	The CT-CCNP STUDENT HANDBOOK- All students are given a hard copy of the Connecticut Comm College Nursing Program Handbook at the start of program And electronically On Blackboard in each course under paperwork	Licensure Examination NCLEX-RN administered after graduation Graduate Surveys done six months after graduation annually Employer Surveys done six months after graduation annually ATI	At the College Level: the Nursing Curriculum Committee review outcomes each year as part of the Systematic Evaluation Plan addressing ACEN Standard Six. At the System Level: The CT-CCNP Directors Council and the CT-CCNP Advisory Board review outcomes and compare with	NURSING Licensure Examination: NCLEX-RN Results for Capital Community College Nursing Program Below in Chart Form NCLEX Results of Grad First Take Pass Rates: all above national average 2014 87.0% 2013 85.59% 2012 90.52% 2011 92.17% Graduate Rating of	ATI Week Long NCLEX RN Course given to all Graduates the week after Class End 100% Nursing Students have Nursing Faculty Advisors who work with them to plan progression and support strategies for success Director works closely with all Clinical	Connecticut State Board of Examiners in Nursing: Self-Study 20014-2015. Submitted August 2015. Accreditation review: November 2015 National League for Nursing Accreditation Commission 8 Year Full Accreditation granted October 2011

	<p>consistent with the philosophies of the colleges and the mission of the Board of Trustees. SLO detailed below.</p>			<p>state and national averages</p>	<p>Program Satisfaction Class, 2012 – 90.9% Class, 2011 – 96% Class, 2010 – 97.7%</p> <p>Employer Rating of Graduate Competencies Class, 2012 – Pending Class, 2011 – 100% Class, 2010 – 100%</p> <p>Graduate Job Placement Rate 2012 77% of the 2011 84% of the</p> <hr/> <p>Class 2012 – 60% Employed Acute Care Class 2011 – 71% Employed Acute Care 2011- results pending as of 4-29-11</p>	<p>Partners to maintain open collaboration and planning; and to support employment</p>	<p>Next Review ACEN: 2019</p>
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Radiologic Technology							
2. A.S. Radiologic Technology	Yes The student learning outcomes established for the program assess the knowledge and skills required to practice as a safe, effective and competent radiologic technologist. The outcomes are consistent with the radiology accreditation standards established by the JRCERT.	The Radiologic Technology Student Handbook, the CCC Catalog and the program assessment documents. All students are given hard copies of the handbook the first week of the program.	-The ARRT National Licensure Examination. -Graduate Surveys done annually. -Employer Surveys done annually. -Professional Development Forms done each semester. -Clinical Competency Forms done throughout the semester. -Technologist evaluations of student clinical performance.	-Radiologic Technology Coordinator and staff. -Annual Radiology Advisory Committee for the program. -The Dept. of Health Careers. -JRCERT (Joint Review Committee on Education in Radiologic Technology).	All program outcomes meet the accepted benchmarks established by the program and by the JRCERT.	-More review and preparation for the ARRT national registry exam. - Implementation of a “Technologist Evaluation” to further assess student’s clinical performance. -Purchase of professional power point presentations for program/student learning.	-The JRCERT required submission of program self study and site visit in 2009. -The program received full 8 year accreditation. -A 4 year interim report was submitted to the JRCERT, and accepted, in 2013.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Social Service							
2. A.S.	YES	http://capitalcc.edu/docs/2015-2016-Catalog.pdf	Graduates are assessed in the capstone course. The class is SOC285 Community Organization. Students submit samples of their community needs assessment assignment.	The student artifacts are assessed by social services degree faculty and advisory board.	90% of the students met the 85% passing benchmark.	The program will promote more writing within the discipline.	A program review of the social services degree program was conducted in 2013.
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review,	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)

			licensure examination)				
Degree Program – Computer Support Specialist							
2. A.S. Computer Support Specialist	yes	College Catalog, College web page Class Syllabi	The degree incorporates preparation for the certification examinations for either CompTIA (Computer Technical Industry Association) A+ or MOUS (Microsoft Office User Specialist). Business Internships are strongly	The A+ and MOUS exams are standard exams that most leading companies such as AT&T, IBM, Microsoft and Digital use nationwide as hiring criteria	See Appendix A	Changes were made to CST 150 to incorporate more discussions on cross-browser functionality and have students test their websites in different browsers as a mandatory component of the final project. In CSC 231 Database Design, students will be given more Case Study exercises to practice creating ER models.	April 2014

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Fire Science and EMS							
2. A.S. Fire, Science, EMS	Yes. There are six outcomes	The learning outcomes for the program are listed in the College catalog, and are also listed on the College website: http://www.capitalcc.edu/academics/degrees	Feedback from Advisory Committee	Annual review by Advisory committee	Findings were very positive in that the recommended program changes were implemented and enrollment increased	The program was redesigned five years ago	2012
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)

Degree Program – Music Industry							
2. A.S.							
CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review (for general education and each degree program)
Degree Program – Paramedic Studies							
2. A.S.	Yes	College Catalogue Program Syllabus	Capstone project National Licensing Boards results	The results are interpreted annually by the National Accreditation Committee (CoAEMSP), The Paramedic	In general all program goals and objectives are met and there is aggregate data that supports faculty, student, and	Increased emphasis on psychomotor domain instruction with critical thinking labs. Classroom teaching	Annual Report Submitted 12/14 five year Self Study

			<p>State Licensure results</p> <p>Employer surveys</p> <p>Graduate surveys</p> <p>Written course</p>	<p>Program Advisory Board, Faculty Curriculum committee and Medical Directors Faculty Curriculum Committee & college Assessment team</p>	<p>employer satisfaction. Results on National licensing boards are 97% pass rate. Students demonstrate a mastery of general education goals in activities cited.</p>	<p>changes to include an increased emphasis on scenario based instruction and student centered instruction. Program was recently redesigned with lengthen of overall course of study to allow for more consistent internalization of cognitive and psychomotor learning.</p>	<p>submitted 11/10</p> <p>five year Accreditation site visit 3/11</p> <p>Advisory Committee meetings & Report annually</p>
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PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success.

Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2015)	Goal for 2016	
IPEDS Retention Data						
Associate degree students Fall-time	48%	52%	54%	45%		
Associate degree students Part-time	46%	44%	42%	39%		
IPEDS Graduation Data						
Associate degree students	8%	9%	7%	11%		
Bachelors degree students						
Other Undergraduate Retention Rates (1)						
a	Fall to Fall Retention	45%	45%	44%	41%	
b	Fall to Spring Retention	68%	66%	66%	65%	
c						
Other Undergraduate Graduation Rates (2)						
a	IPEDS 4-Year Graduation Rate	14%	10%	11%	12%	
b						
c						
Graduate programs *						
	Retention rates first-to-second year (3)					
	Graduation rates @ 150% time (4)					
Distance Education						
	Course completion rates (5)					
	Retention rates (6)					
	Graduation rates (7)					
Branch Campus and Instructional Locations						
	Course completion rate (8)					
	Retention rates (9)					
	Graduation rates (10)					
Definition and Methodology Explanations						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
* An institution offering graduate degrees must complete this portion.						

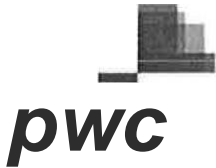
Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2015)	Goal for 2016
Success of Students Pursuing Higher Degree						
1	Transferred within 150% (IPEDS)	22%	23%	28%	21%	
2	Success Rate 150% (Transfer + GRS)	30%	32%	35%	32%	
3	Success Rate 150% (Transfer+GRS+Still enrolled)	40%	45%	46%	47%	
4						
Definition and Methodology Explanations						
IPEDS Graduation Rate Survey (GRS) method is used for calculating student success data.						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
4						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Top Transfer into 4-year institutions and # of transfers						
1	University of Connecticut	41	38	35	37	
2	Central Connecticut State University	32	34	21	24	
3	Southern Connecticut State Univ.	20	12	7	17	
4	Eastern Connecticut State Univ.	9	11	5	10	
5	University of Hartford	9	12	8	7	
6	St. Joseph University	12	12	6	6	

Definition and Methodology Explanations						
National Clearinghouse, Banner SWRXF54 and Banner SWRXF47 Extracts						
Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
1						
2						
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
a						
b						
c						
d						

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_	
Completion Rates *						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						

*Connecticut State Colleges
and Universities*
Report to Management
Year Ended June 30, 2015





December 9, 2015

To the Board of Regents of Higher Education of the
Connecticut State Colleges and Universities

In planning and performing our audits of the combined financial statements of Connecticut Community Colleges ("CCC") and the combined financial statements of Connecticut State University System ("CSUS"), including the System Office and the four individual Universities, as of and for the year ended June 30, 2015, we considered CCC and CSUS's internal control with respect to financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on internal control over financial reporting. Accordingly, we do not express opinions on CCC or CSUS's internal control over financial reporting.

Our consideration of internal controls over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses as defined below:

Control Deficiency-exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis.

Significant Deficiency- a control deficiency, or combination of control deficiencies, that adversely affects the company's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected.

Material Weakness- a control deficiency, or combination of control deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected.

We noted certain matters involving internal control and its operation, and are submitting for your consideration related recommendations designed to help CCC and CSUS make improvements. We are providing you with a full detail report of all deficiencies and operational or business observations identified through the audit process. A description of each matter is further described in the pages to follow.

This report has been organized by current year comments and comments still applicable and closed comments. In the current year comments and comments still applicable, detailed comments, findings, observations, recommendations for improvement, and responses from Connecticut State Colleges and Universities (CSCU) are outlined by entity for which the comment is applicable. The closed comments section summarizes prior year findings and recommendations that CSCU have acted upon and have adequately resolved.

PricewaterhouseCoopers LLP, 185 Asylum Street, Suite 2400, Hartford, CT 06103-3404
T: (860) 241 7000, F: (860) 241 7590, www.pwc.com/us

Board of Regents
Connecticut State Colleges and Universities
June 30, 2015

The accompanying comments, recommendations and summaries are intended solely for the information and use of management and the Board of Regents of CCC and CSUS, and are not intended to be and should not be used by anyone other than these specified parties.

We appreciate the cooperation and assistance we have received from CCC and CSUS management and staff in developing our findings, observations and recommendations. We also appreciate the opportunity to have been of service to you, CCC and CSUS. Should you have any questions about our findings, observations and recommendations, this letter, or any other matter, please contact us at your convenience.

Very truly yours,

PricewaterhouseCoopers LLP

Connecticut State Colleges and Universities
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2015

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Current Year Comments and Prior Year Comments Still Applicable

I. Connecticut State Colleges and Universities ("CSCU")

A. Enterprise Wide Risk Management *

Prior Year Observation

Risks continue to expand and grow in every organization, especially in large decentralized organizations such as Connecticut State Colleges and Universities (CSCU). Strategic minded organizations cannot completely eliminate risk, however they do strive to understand their risks, how those risks can impact the organization's academic profile, reputation, health and safety of its students and financial profile, and how such risks can be mitigated to an acceptable level. Risk cannot be avoided, but it can be better understood and balanced in order for CSCU to effectively pursue its strategic goals.

Enterprise wide risk assessments are important, as it is the best way in which organizations can get a handle on the significance of each risk is to the achievement of its overall goals.

Prior Year Recommendation

CSCU should explore the possibilities of an enterprise risk management program and function. When considering this program, it should seek synergies among institutional compliance, internal audit, and existing risk management functions.

In order for these risk identification and mitigation activities to be successful within an institution, it is important to embed the key components of the risk and compliance framework within the entire organization. It is also important to determine what the criteria are for success and how success will be measured. In order for any risk or compliance program to be regarded as a long-term, viable option for the identification, assessment, and monitoring of risks, there must be perceived and real value derived from execution of the framework.

As educational institutions appropriately increase their focus on enhancing enterprise-wide risk, compliance, and internal functions, it will be important to focus on the efficiency and effectiveness of the integrated risk and compliance program. Ensuring that the return on investment in these individual functions is realized and that institutional accountability for risk identification, monitoring, training, and internal auditing is clear.

Management's Prior Year Response

We agree that enterprise risk management is a critical assessment and have kicked off the first of a series of discussions at CSCU. We are beginning with the system offices and will extend to the

Connecticut State Colleges and Universities

Report to Management

institutions when the framework is stable.

June 30, 2015

Current Year Update

This comment is still applicable.

Management's Response

We agree that CSCU remains a large decentralized organization and a significant transformation typically requires a hard look at the system of controls and associated risks. As part of our transformation, BOR has a number of new executives, all keenly interested in best and strategic practices. As part of the overall controls at BOR, the President holds staff meetings and one-on-one meetings with each of his staff every two weeks. This enables us to assess the most important activities within each function, as well as cross-functional activities.

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2015

The CSCU BOR has had an ongoing assessment of risks over the past calendar year, initially focused on BOR activities. It is apparent that a system wide Enterprise Risk Assessment function would be valuable to the accountability and integrity of the CSCU system as a whole. It is the intention of CSCU management to explore the development of a risk management function over the next year.

B. Financial reporting consistency

Observation

CSCU's financial operations are decentralized amongst the four universities. With different general ledger charts of accounts at each of the four locations, financial reporting procedures, practices and reporting can often be inconsistent from campus to campus.

Management has been working on developing a consistent chart of accounts to assist in making the financial reporting process less cumbersome, however there are inconsistencies with reports, documentation and review procedures at each location.

Inconsistent practices result in greater control risk as well as a lengthy closing and audit process.

Recommendation

We believe that making a consistent general ledger chart of accounts will greatly benefit the university system. In addition, we recommend that management reinstall quarterly Controller meetings to discuss practices and procedures at each location. A list of differences should be developed and management should focus first on those differences that will most impact the efficiency of the closing process or reduce risks.

- A few items to consider as part of this process which were identified through audit procedures performed include, Ensuring a consistent methodology in the calculation of current versus long-term classification of the accrued compensated absences; and
- Implementation of a process for identifying and maintaining a listing of commitments, including contracts and leasing agreements which should be disclosed within the financial statements

Management's Response

The process of developing a single chart of accounts has begun. A project team has been identified that includes the four university controllers as well as college accounting staff. The team will begin meeting regularly in 2016. Additionally quarterly Controller meetings will be proposed to discuss and reconcile ongoing differences in accounting processes and reporting.

Connecticut State Colleges and Universities
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June 30,
2015

II. Connecticut State Universities Systems Office ("CSUSO")

CSUSO Information Technology Comments

A. Perform Banner User Access Review

Observation

A periodic review of Banner user access rights was not completed during the 2015 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Recommendation

Management' should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Management's Response

During the transition to a single instance of Banner Finance for the BOR, access was reviewed, granted or removed during the conversion of CSU staff to the new system. This control has been formalized in a procedure and will be conducted, semiannually per the procedure in October and April of each year. The procedure will require an extract of all Banner users at the BOR, plus a matching payroll extract from CORE. This single report is automated and can be done on demand, if necessary. Department managers will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. The documentation of the event will be codified electronically on the BOR Share Drive.

B. Enhance New Banner Access Control

Observation

Management has designated the CFO and the Director of Budgeting as the two primary approvers to request new user access to the Banner application; however, evidential matter (e.g., email, signature, etc.) of their approval is not currently maintained as part of the standard new access process. Maintaining evidence of access approval to financially significant systems helps to ensure only authorized access is requested and subsequently provisioned by the Database Administrator.

Recommendation

Management should formalize the new Banner application access process to include the retention of evidence of a valid approval from the CFO and/or the Director Budgeting.

Connecticut State Colleges and Universities Report to Management

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2015

Management's Response

This procedure is also codified but was not followed; likely do to the infrequency of these events at the BOR. During the system consolidation staff turnover resulted in this approval process being given to the Director of budgeting. This approval process will transition back to the System Controller in addition to the CFO. Management will follow these procedures going forward.

III. Central Connecticut State University

("CCSU") There are no comments applicable to
CCSU.

IV. Eastern Connecticut State University

("ECSU") There are no comments applicable to
ECSU.

V. Southern Connecticut State University

("SCSU") SCSU General Comments

A. Timely P-Card Reviews *

Prior Year Observation

Per policy, P-Card holders are subject to annual audits of P-Card activity. Testing revealed that P-Card audits were not done timely in accordance with policy in four (4) out of fifteen (15) instances reviewed.

Prior Year Recommendation

Management should ensure that P-Card audits are performed timely in order to deter and detect misuse or fraudulent spending.

Management's Prior Year Response

Management agrees with the observation. The University is reviewing p-card procedures related to the scope of annual audits and due to the growth of the program (from 100 to over 600 cards) is realign personnel resources to provide timely audit reviews.

Current Year Update

This comment is still applicable. Per policy, P-Card holders are subject to annual audits of P-Card activity. Current year audit testing revealed that P-Card audits were not done timely in accordance with policy.

Management's Response

Management agrees with the observation. The University is in the final stages of updating the p-card policy/procedure manual and addressing the frequency of audits is part of this revision.

SCSU Information Technology Comments

B. Enhance Network Security Settings *

Prior Year Observation

The Windows Active Directory is configured with a minimum password length of eight (8) characters; however, there is currently no password expiration. Strong password parameters help to ensure the integrity of the information.

Prior Year Recommendation

Management should consider enhancing the network security settings to force periodic password changes to mitigate the risk of unauthorized access to the network.

Management's Prior Year Response

Management agrees. OIT will modify the password policy to include a forced expiration period, and once that is formalized, we will enforce it.

Current Year Update

This comment is open, PwC notes that the Active Directory password settings remain unchanged and the comment is open. Management has communicated that the finding has been remediated as of FY2016.

Management's Response

Management agrees. IT is completing the implementation of automatic password expiration in a systematic way that is meant to provide a non-disruptive experience.

C. User Access Termination for Contractors and Temporary Employees *

Prior Year Observation

End user access to systems and applications is removed upon formal communication from the HR department. Our review of the termination process identified that formal HR communication excludes user provisioning for contractors and temporary employees. Currently there is no formalized process for communicating contractors and temporary employees to the IT department that no longer require access to systems and applications. The lack of a formalized process for communicating contractors and temporary employees that no longer require system and application access increases the risk that access may remain active past the date for which it was authorized. In addition, testing performed to ensure that user access was removed from the Windows Active Directory as well as the Banner financial modules identified that three (3) of five (5) users sampled continue to have an active account.

Prior Year Recommendation

Management should work towards implementing a formalized process to ensure that all contractors and temporary employees have their access to systems and applications disabled/removed in a timely manner. Ensuring that all system and application users have their access disabled/removed timely will help management gain comfort that only authorized end users have active access to key financial and student information. In addition, management should continue to emphasize the importance of removing access which is no longer required to ensure that only authorized users have access to systems and applications.

Management's Prior Year Response

The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email

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June 30, 2015

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2015

notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

Current Year Update

This comment is open. Testing revealed that, of 20 terminated users tested, 3 users had an active Banner account and 1 user had an active A/D account. Upon identification of the active user, the account was immediately disabled by the network administrator.

Management's Response

The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

As for the three (3) cases with four (4) exceptions that PWC identified, IT learned that HR did not terminate two (2) in a timely fashion in the system and that one (1) resulted from a hardware update that caused a script not to run.

VI. Western Connecticut State University

("WCSU") WCSU General Comments

A. Write off policy

Observation

Per WCSU policy, write offs of less than \$1,000 occur every year and write offs greater than \$1,000 require approval and are written off after being approved. Testing revealed that the approval was made but the entry was never recorded in the general ledger. The total amount of the write offs was approximately \$701,400 and was fully reserved.

Recommendation

Management should ensure that write offs are appropriately recorded in the general ledger in a timely

Connecticut State Colleges and Universities

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Management's Response

WCSU staff will continue to review all aspects of the general ledger to ensure timely entries. In the case of the write offs, OPM did not approve write offs until well after 6/30 which led to the omission of the entry. The write off entry was made in FY16.

VII. Connecticut Community Colleges ("CCC") CCC

Information Technology Comments

A. Perform Banner User Access Review *

Prior Year Observation

A periodic review of Banner user access rights was not completed during the 2013 or 2014 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Prior Year Recommendation

Management should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Management's Prior Year Response

The same procedure outlined for the BOR Banner Access Review will be applied to the 12 member institutions that make up the Connecticut Community Colleges. The same timeline and yearly dates will be applied to this procedure. To ensure separation of responsibilities, the BOR-IT will pull the access list to Banner, along with the payroll data from CORE and provide this information to the Deans of Administration at the 12 campuses. The Deans of Administration will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. They will have 30 days to complete the review.

Current Year Update

This comment remains open, as no periodic access review was performed during fiscal year 2015.

Management's Response

This control has been formalized in a procedure and will be conducted, semiannually per the procedure in October and April of each year. The procedure will require an extract of all Banner users at the BOR, plus a matching payroll extract from CORE. This single report is automated and can be done on demand, if necessary. Department managers will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. The documentation of the event will be codified electronically on the BOR Share Drive.

B. Develop Disaster Recovery/Business Continuity Plan *

Prior Year Observation

Management has not formally documented a disaster recovery or business continuity plan. Disaster recovery and business continuity plans together will help ensure that management will be able to recover in the event there is an operational failure resulting in a significant business interruption.

-June 30, 2015

A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan. Although no formally documented, the current disaster recovery strategy includes the establishment of a "warm" site in Enfield, CT. Management is moving forward to contract with a third party to design the "warm" site, expected to occur in December 2014.

Connecticut State Colleges and Universities

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Prior Year Recommendation

Management should continue to work on developing formal disaster recovery and business continuity plans. In addition, once developed, the plan should be tested and updated on a periodic basis. Although management has received funding and approval to conduct Business Impact Analysis with SunGard (in 2005); a formal disaster recovery/business continuity plan has not yet been finalized.

Management's Prior Year Response

Under the Transform 2020 IT Initiatives, there are a number of projects to lay the foundation for disaster recovery architecture and operations. These projects and the funding associates are required in the development of a DR plan, since no architecture or hardware exists to support DR operations. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

Current Year Update

This comment remains open. A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan.

Management's Response

Currently the BOR has signed a contract with VMWare for the development of a DR site and plan that will include RTO and RPO functions. The migration to the VSphere cloud will begin with critical log files, the Oracle Database, Banner, and the certification/security infrastructure to allow controlled access. This will take several years overall to complete. By the fall 2015, logs will be lifted to the cloud, 6 months later, the current hardware configurations in the data center will be migrated to virtual machines, and the process will be accelerated to completion. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

Connecticut State Colleges and Universities
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June 30, 2015

Closed comments

The following prior year observations were resolved by Connecticut State Colleges and Universities:

CSCU

Financial Reporting - This comment is closed. Although we do recognize there continues to be turnover within the organization and management is working through ensuring there is appropriate oversight and review of financial transactions, including financial reporting and disclosures.

Accounting for Debt Service Reserve Funds - This comment is closed. No related errors were identified in the current year audit.

Federal award compliance and audit requirements (forward looking) - This comment is closed. This was a forward looking comment for guidance which has become effective this year. We do not perform audit work over the A-133.

CSUSO

Continuing disclosure requirements - This comment is closed. Management has put in place a review structure to assess continuing disclosure requirements related to its debt, on a quarterly, biannually and an annually basis.

Review Procedures over Potential Unrecorded liabilities - This comment is closed. We noted no exceptions in our current year testing.

Journal Entry Create, Post and Approve – This comment is closed. PwC retested this control in FY2015 and no exceptions were noted.

CCSU

Enhance Periodic Review of User Access Rights - This comment is closed. PwC retested this control in FY2015, no exceptions were noted.

Accrued Compensated Absences - This comment is closed. PwC noted no exceptions as part of current year testing.

Accounting for Leases - This comment is closed. PwC noted no exceptions as part of current year testing.

Connecticut Community Colleges

Financial Statements, Required Supplementary
Information and Supplemental Information

June 30, 2015



*Members of the Board of Regents for Higher Education
(Between 7/1/14-6/30/15)*

- Thirteen members appointed by the Governor and legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting ex-officio members:
 - o Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
 - o Chair and Vice Chair of the Faculty Advisory Committee.

Regents as of 6/30/15 (1 vacancy)

Nicholas M. Donofrio, Chairman
Yvette Melendez, Vice Chair
Richard J. Balducci
Eugene L. Bell (CCC Student)
Naomi K. Cohen
Lawrence J. DeNardis
Matt Fleury
Sarah E. Greco (CSU Student)
Merle W. Harris
David R. Jimenez
Craig Lappen
William J. McGurk
JoAnn H. Price
Elease E. Wright

Ex-Officio, Non-voting members

Stephen Adair – Chair of the Faculty Advisory Committee
Robert E. Brown - Vice Chair of the Faculty Advisory Committee
Jewel Mullen - Commissioner of the CT Department of Public Health
Dianna R. Wentzell - Commissioner of the State Board of Education (term began 1/8/15)
Sharon Palmer - Commissioner of the CT Department of Labor
Catherine Smith - Commissioner of the CT Department of Economic and Community Development

Former Board members (who served between 7/1/14-6/30/15)

Stefan Pryor - Commissioner of the State Board of Education (term ended 1/7/15)

Asnuntuck Community
College 170 Elm Street
Enfield, CT 06082
James Lombella, President (Effective 5/30/2014,
Interim 7/1/2013)

Capital Community
College 950 Main Street
Hartford, CT 06103
Dr. Wilfredo Nieves, President

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. Dorsey L. Kendrick, President

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Ms. Anita Gliniecki, President (Retired)
Elizabeth Roop, Interim President (Effective
9/1/2014)

Manchester Community
College Great Path
Manchester, CT 06045-1046
Dr. Gena Glickman, President

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Anna Wasescha, President

Naugatuck Valley Community College
750 Chase Parkway
Waterbury, CT 06708
Dr. Daisy Cocco Defilippis, President

Northwestern Connecticut
Community College
Park Place East, Winsted, CT 06098
Dr. Barbara Douglass, President

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
Dr. David L. Levinson, President

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Robert Miller, Interim President (July 2013)
Dr. Carmen Cid, Interim President (Aug 2013
to Jwie 2014)
Dr. Carlee Drummer, President (Effective
7/1/2014)

Three Rivers Community
College 574 New London
Turnpike Norwich, CT 06360
Dr. Grace S. Jones, President (Retired)
Dr. Mary Ellen Jukoski (Effective 7/1/2014)

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
Dr. Cathryn L. Addy, President

System Office, Connecticut State Colleges & Universities
39 & 61 Woodland Street
Hartford, CT 06105

Dr. Gregory W. Gray, President (Special Adviser to the President Effective 9/28/2015)
Mark E. Ojakian, Interim President (Effective 9/28/2015)

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June 30, 2015

Introduction

The Management's Discussion and Analysis provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "System") and its component units for the fiscal year ended June 30, 2015, along with comparative information for the fiscal year ended June 30, 2014. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section. The discussion immediately following reflects the System as it existed during fiscal year 2015.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The new Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for Community-Technical Colleges".

The Connecticut Community Colleges is a state-wide system of twelve regional community colleges. During the fall 2014 semester, approximately 55,154 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 31,886. During fiscal year 2015 29,443 students also took a variety of non-credit skill-building programs. The CCC's offer two-year associate degrees and transfer programs, short-term certificates, and individual coursework in both credit and non-credit programs, often through partnerships with business and industry. In total, CCC employed over 2,100 full time employees at June 30, 2015.

The CCC system is composed of twelve primary institutions that make up the primary reporting entity. The primary reporting entity is financially accountable for the organizations that make up its legal entity. The System's twelve primary institutions include the following community colleges:

- Asnuntuck Community College ("Asnuntuck") in Enfield
- Capital Community College ("Capital") in Hartford
- Gateway Community College ("Gateway") in New Haven and North Haven
- Housatonic Community College ("Housatonic") in Bridgeport
- Manchester Community College ("Manchester") in Manchester
- Middlesex Community College ("Middlesex") in Middletown and Meriden
- Naugatuck Valley Community College ("Naugatuck Valley") in Waterbury and Danbury
- Northwestern Connecticut Community College ("Northwestern") in Winsted
- Norwalk Community College ("Norwalk") in Norwalk
- Quinebaug Valley Community College ("Quinebaug") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

The CCCs serve an important role in the State's economy, providing convenient, accessible and flexible access to higher education for many of the State's residents, including "non-traditional" students age 22 or older. Open admission to all individuals who have a high school degree or equivalency, an emphasis on low student tuition and fees, and a policy goal of making financial aid available to meet the direct costs of attendance for students who demonstrate financial need, help to ensure access to all students regardless of income. In addition to the twelve primary locations, several CCCs have satellite locations in city centers affording even easier access to students who may not have transportation to attend the main campus. Satellite locations include downtown Danbury, Meriden, and Willimantic. The financial results of these satellite locations are included in the reports of the main campus, or Naugatuck Valley, Middlesex, and Quinebaug Valley Community College, respectively.

Using the Financial Statements

CCC's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and universities, and requires that financial statements be presented on a basis to focus on the financial

June 30, 2015

condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, a comparative analysis of fiscal year 2015 full financial statements and footnotes with fiscal year 2014 is also presented, both for the CCC *primary institution* as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the twelve college foundations and two magnet high schools at Manchester Community College ("MCC") and Quinebaug Valley Community Colleges ("QVCC"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Colleges and to solicit, receive and administer donations for such purposes. They are component units included within the System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"), regarding criteria for affiliated organizations. The Foundations manage the majority of the Colleges' endowments. However, the assets of these component units are not available to CCC for use at its discretion. Magnet high schools which are operating on CCC campuses are also legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"). The Great Path Academy (GPA) at MCC and Quinebaug Middle College (QMC) at QVCC meet the criteria for inclusion as component units in the financial statements of CCC and are discretely presented and identified in a single column on the face of the CCC financial statements.

Financial Highlights

The Connecticut Community Colleges had total assets of \$876.6 million, liabilities of \$640.5 million, and a total net position balance of \$234.8 million at June 30, 2015. Of this amount, -\$520.7 million is classified as unrestricted net position, a \$1.2 million increase from 2014. The large negative balance in unrestricted net position has been created by the adoption of GASB 68, as discussed within this report. Adoption of GASB 68 required the System to recognize a liability for pension plans, which were previously disclosed only at the State level. Adoption also required a restatement of 2014 balances. The offset to the pension liability was a debit to unrestricted net position as further discussed below. The table included below illustrates the unrestricted net position trends separate from the adjustment for pension liability.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$212.9 million, a 0.1% decrease over the previous year. Operating expenses were \$579.2 million, an increase of 12.6% over the previous year, resulting in an operating loss of \$366.4 million during the year ended June 30, 2015. Net non-operating revenues and other changes were \$387.4 million, up 36.8% from the previous year, reflecting a \$31.4 million increase in bond appropriations and a \$72.8 million increase in general fund appropriations. The increase in general fund was primarily a result of \$44.8 million for the 2014 reported pension contributions and \$21.0 million in supplemental funding for early college preparedness, developmental education and other support. Overall the CCC's experienced a net increase in net position of \$21.0 million during fiscal year 2015.

Cash and cash equivalents were \$184.7 million at June 30, 2015, including \$42.0 million of cash equivalents in the form of State bond appropriations administered by the CCC's, and \$59.7 million of State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. DAS-administered cash equivalents (bond appropriations) increased from \$28.4 million at June 30, 2014 to \$59.7 million at June 30, 2015, reflecting expenditures of \$8.8 million, new bond appropriations of \$42.0 million and \$2.0 million in transfers between DAS and the colleges and other adjustments. Total current assets were \$227.2 million at June 30, 2015. The ratio of unrestricted current assets of \$112.7 million to unrestricted current liabilities of \$48.8 million is 2.3:1 in 2015, and was 2.1:1 in 2014. The current ratio reflects a financial position sufficient to provide short-term liquidity. However, as the State continues to address budget shortfalls over the next few years, management will continue to carefully monitor liquidity metrics. Non-current liabilities increased 0.3% from \$588.1 million at June 30, 2014 to \$589.8 million at June 30, 2015. This significant liability includes \$551.7 million for pension liability and \$37.9 million for the long-term portion of the accrued value of benefits earned by employees which must be paid out when they retire or otherwise terminate service in the future (net of the estimated amounts to be paid out in the upcoming year). These large and essentially unfunded liabilities continue to represent a long-term obligation impacting the System's financial flexibility.

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2015



Statement of Net Position

The Statement of Net Position presents the overall financial position of the system at the end of the fiscal year, and includes all assets and liabilities of the Connecticut Community Colleges, including capital assets net of depreciation. The change in Net Position is one indicator of whether the overall financial condition of CCC has improved or worsened during the year.

Condensed Statements of Net Position

June 30, 2015 and 2014

(in thousands)

	2015	2014	% Change
		Restated*	
ASSETS			
Current assets	\$ 227,235	\$ 204,953	11 %
Non-current assets	<u>649,324</u>	<u>651,596</u>	(0) %
Total assets	<u>876,559</u>	<u>856,549</u>	2 %
Deferred outflows of resources	20,226		100%
LIABILITIES			
Current liabilities	50,763	54,692	(7) %
Non-current liabilities	<u>589,771</u>	<u>588,066</u> *	0 % ²
Total liabilities	<u>640,534</u>	<u>642,758</u>	(0) %
Deferred inflows of resources	21,448		100% ¹
NET POSITION			
Invested in capital assets	649,126	651,431	(0) %
Restricted-non expendable	20	20	%
Restricted-expendable	106,380	99,035	7 %
Unrestricted	<u>(520,723)</u>	<u>(536,695)</u> *	3 %
Total net position	<u>234,803</u>	<u>213,791</u> *	10 % ²
Total liabilities and net position	<u>\$ 875,337</u>	<u>\$ 856,549</u>	2 % ²

¹ The 2014 amount for these line items are not directly comparable to the 2015 amount due to the adoption of GASB No. 68 effective July 1, 2014.

² Net position and non-current liabilities were restated to reflect the net pension liability at June 30, 2014 of \$550.0 million as if the GASB No. 68 liability was recorded in 2014.

Total assets were \$876.6 million at the end of the 2015 fiscal year and up from \$856.5 million at the end of fiscal year 2014.

Current assets consist of cash and cash equivalents and accounts receivable. Current assets were \$227.2 million at the end of fiscal year 2015. The \$22.3 million net increase in current assets from the previous year is largely attributable to a \$11.9 million increase in the cash equivalents and a \$5.5 million increase in cash. Cash equivalents fluctuate as sizeable building projects are funded and then expended over a period of often two to three years. Accounts receivables totaled \$41.3 million at

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2015



the end of fiscal year 2015. This reflects a \$3.8 million increase from the \$37.5 million of accounts receivable at the end of fiscal year 2014. The increase was primarily attributable to a \$2.7 million increase in grant receivables. Investment of cash is

handled by the State of Connecticut Treasurer's Office, which invests cash balances in a Short Term Investment Fund ("STIF") on behalf of State agencies. The CCC's do not carry any other separate investments.

THE CCC's FINANCIAL POSITION



Non-current assets decreased 0.3% from \$651.6 million at June 30, 2014, to \$649.3 million at June 30, 2015. Net capital assets account for all but \$198 thousand of non-current assets. The \$198 thousand represents student loan receivables. At June 30, 2015, capital assets in service totaled \$921.7 million, offset by \$291.9 million in accumulated depreciation; this compared with \$905.3 million and \$266 million, respectively, at the end of fiscal year 2014. Buildings and building improvements increased by \$7 million. Middlesex renovations to their Founders Hall accounted for \$2 million. Expansion and upgrades related to Asnunluck's manufacturing program accounted for \$3.4 million.

Current liabilities consist primarily of accrued payroll and related benefits, unearned revenue, and accounts payable. Total liabilities were \$640.5 million at the end of fiscal year 2015, an increase from \$628.0 million at the end of fiscal year 2014. Employee salary and fringe benefits payable of \$27.5 million and unapplied payments of \$11.1 million, primarily collected in advance for late-summer and fall 2015 academic terms. Additional current liabilities include deferred revenues of \$2.9 million for restricted grant activities to be performed, vendor accounts payable of \$5.3 million, agency fund liabilities of \$1.3 million, and \$2.0 million for the estimated value of accrued compensated absences (sick and vacation time benefits) that will be paid within the coming year to employees who terminate or retire, as well as \$0.4 million of retainage on facility projects.

Non-current liabilities consist almost exclusively of \$551.7 million in pension liability and long-term accrued compensated absences ("ACA") - \$37.9 million net of \$2.0 million of current liabilities - to be paid out to terminating employees over time in the future beyond one year. The total ACA liability of \$39.9 million (long-term and current) and pension liability of \$551.7 million represents approximately five times the existing unrestricted current assets that are available to pay for these previously earned employee benefits, and causes the reported unrestricted net position balance to be significantly reduced. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

Pension liability is the CCC's proportionate share of the State Employee Retirement System's (SERS) and the Teachers Retirement System's (TRS) net pension liability. In June 2012 GASB released Statement No. 68, Accounting and Financial Reporting for Pensions - An Amendment of GASB Statement No. 27, with an effective date of June 30, 2015. This Statement established standards for measuring and recognizing future defined benefit pension liabilities. As defined in this Statement, SERS is considered a single employer plan and the CCC System is considered a cost-sharing employer of TRS. These accounting requirements do not impact the System's funding requirements for the pension plans. The System's total net pension obligation was \$551.7 million and \$550.0 million at June 30, 2015 and June 30, 2014 respectively.

The total *net position* balance includes \$649.1 million *Invested in capital assets* net of related debt and depreciation. The Connecticut Community Colleges do not carry any capital debt, as property acquisitions, facility construction and major renovations are financed by capital appropriations made to one or more of the CCC's. Bonding and debt repayment are the responsibility of the State of Connecticut and are not reflected in the CCC financial statements. The Connecticut Community

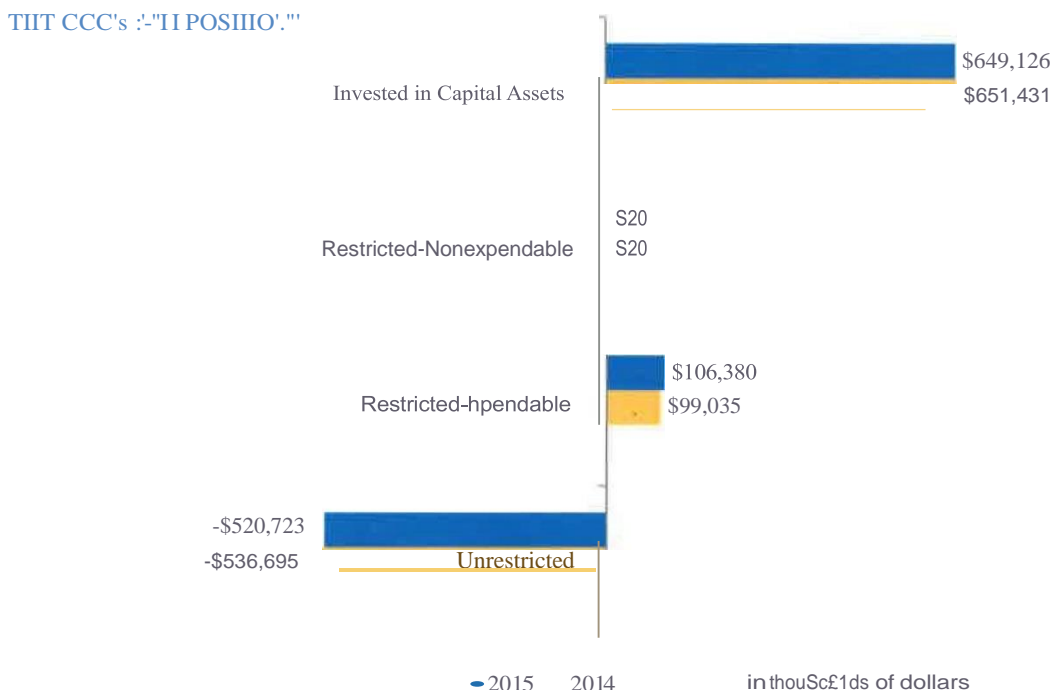
Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2015



Colleges continue to implement a long-range capital plan to provide for new and renovated campus facilities necessary to meet academic program needs.



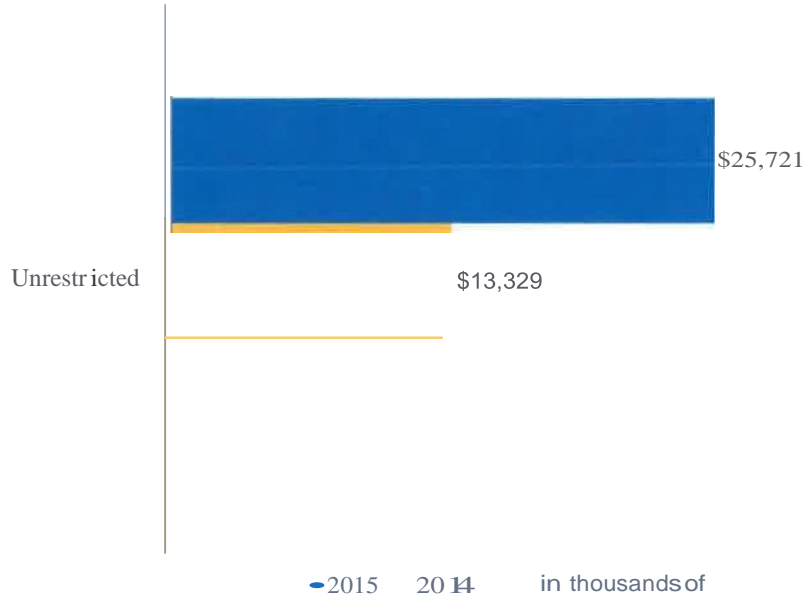
The \$53.7 million in new bond fund appropriations in fiscal year 2015 included \$11.7 million for System administered projects and repairs, and equipment, and \$42 million for DAS-administered projects. The System-administered dollars funded a variety of small projects and IT initiatives including Ellucian Degree Works, a disaster recovery program and event management system. The \$42 million included \$39 million for renovations to Founders Hall at Naugatuck Valley to improve classrooms and laboratories for Allied Health and Nursing programs, including satellite space for Western Connecticut State University and UConn.

The CCC's have a minimal level of *Restricted-Nonexpendable* net position as the colleges do not generally carry any permanent endowment as a direct activity. *Restricted-Expendable* net position represent primarily bond fund appropriation balances at June 30, 2015 (\$40.7 million in funds managed by the CCC's and \$59.5 million for projects managed by DAS), funds held in restricted accounts pending distribution under the terms of the Board's collective bargaining agreement with its professional unions (\$4.1 million), Joan fund balances (\$0.1 million), as well as private gifts and donations, mostly for scholarships, whose revenues have been recognized but not yet expended. Changes in restricted-expendable net position are related primarily to the change in bond fund appropriation revenues and expenses in connection with various facility projects.

Unrestricted net position ("UNP") has shifted to a substantial negative balance with the inclusion of the pension liability. This negative balance decreased by \$6.9 million during fiscal year 2015. Excluding the pension liability, UNP increased by \$12.4 million to \$25.7 million during fiscal year 2015, following a decrease of \$1.8 million in 2014 and \$13.1 million decrease in 2013. The table below illustrates the fluctuations in aggregate CCC UNP over the past several years:

FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
\$6.5	\$4.1	\$7.2	\$10.2	\$16.2	\$29.8	\$32.5	\$24.2	\$37.9	\$39.2	\$28.3	\$15.2	\$13.3	\$25.7
												UNP Adjusted for GA.SB 68 changes to reflect inclusion. of Pension Liability:	(\$536.7) (\$520.7)

THE CCC's UNRESTRICTED NET ASSETS (less NPL)

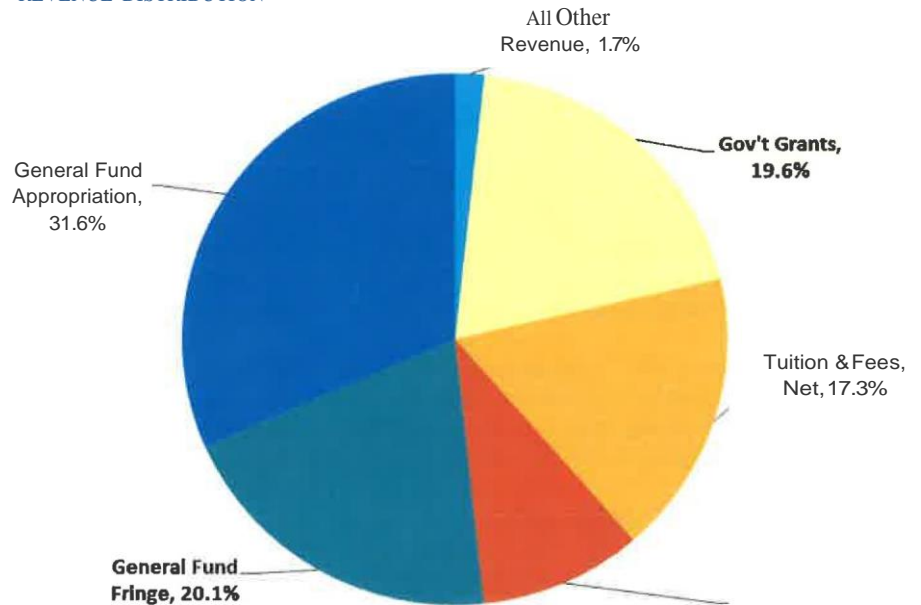


Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position presents CCC's results of operations, as well as the non-operating revenues and expenses. Total *operating revenues* for fiscal year 2015 were \$212.9 million after the reduction for scholarship allowances as required by GASB 35, down 0.1% from \$213.1 million in fiscal year 2014. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by student financial aid and waivers resulting in net tuition and fee revenue of \$96 million after scholarship allowances. This differs from budgetary practices, which recognize revenue on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2015 tuition revenues decreased 1.2% from

the previous year, to \$175.4 million. These revenues reflect a FTE credit enrollment decrease of 3% in fiscal year 2015 and 1.6% in fiscal year 2014. Extension fee revenues increased slightly from \$24.6 million in fiscal year 2014 to \$24.8 million in fiscal year 2015. Credit extension decreased 0.8% while the non-credit extension increased 2.4%. Other fee revenues (gross) totaled \$24.8 million at June 30, 2015.

REVENUE DISTRIBUTION



Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2015



Bond Fund
Appropriation,
9.7%

Condensed Statements of Revenues, Expenses and Changes in Net Position
Years Ended June 30, 2015 and 2014
(in thousands)

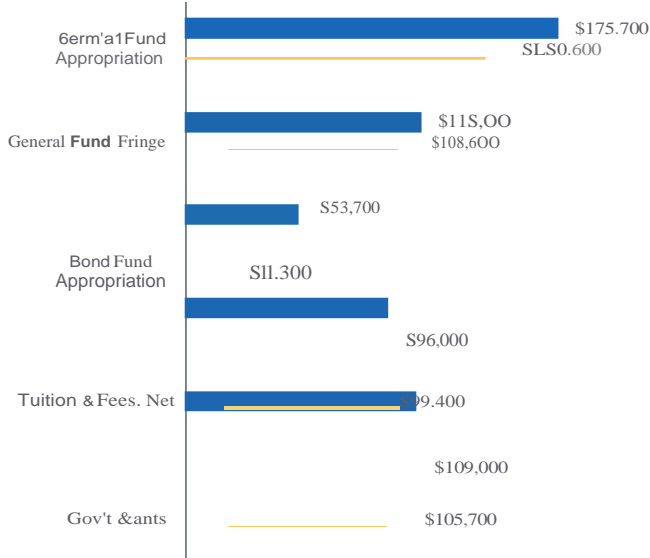
	2015	2014 Restated*	% Change
OPERATING REVENUE			
Student tuition and fees	\$ 175,415	\$ 177,470	-1 %
Less: Scholarship discounts and allowances	(79,421)	(78,025)	2 %
Net tuition and fees	95,994	99,445	(3) %
Government grants and contracts	109,033	105,693	3 %
Additional operating revenues	7,839	7,924	(1) %
Total operating revenues	212,866	213,062	(0) %
OPERATING EXPENSES			
Operating loss	(366,354)	(301,503)	19 % ¹
NON-OPERATING REVENUE			
State appropriations - general fund •	331,960	259,155	28 % ¹
State appropriations - bond fund ••	53,746	22,319	141 %
Other non-operating revenues (expenses), net	1,660	1,643	1 %
Net non-operating revenues	387,366	283,117	37 %
Net income	21,012	(18,38)	214 %
Change in net position	21,012	(18,386)	214 % ²
NET POSITION			
Net position, beginning of year	213,791	232,177	(8) %
Net position, end of year	\$ 234,803	\$ 213,791	10 %

- Including fringe benefits
- Including agency and DCS administered

¹ The 2014 amounts for these line items are not directly comparable to the 2015 amount due to the adoption of GASB No. 68 effective July 1, 2014.

² Net position was restated to reflect the net pension liability at June 30, 2014 of \$550.0 million as if the GASB No. 68 liability was recorded in 2014.

REVENUE BY SOURCE



Government grant revenues are comprised primarily of student financial aid programs including the Federal Pell and Supplemental Education Opportunity Grant ("SEOG") programs. Other government grants include funding for various program-related activities. Government grant revenues at June 30, 2015 were \$109.0 million; federal dollars were up \$3.1 million and state dollars were up \$0.2 million from the previous fiscal year.

Other revenues totaled \$9.5 million in 2015, down from \$9.6 million in fiscal year 2014. Other revenues include

sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, food services, and private gifts and grants.

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2015

AIIOO-Revenue *** \$9500

201.5

in thousands of dollars



Total operating expenses for fiscal year 2015 were \$579.2 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 12.6% from

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

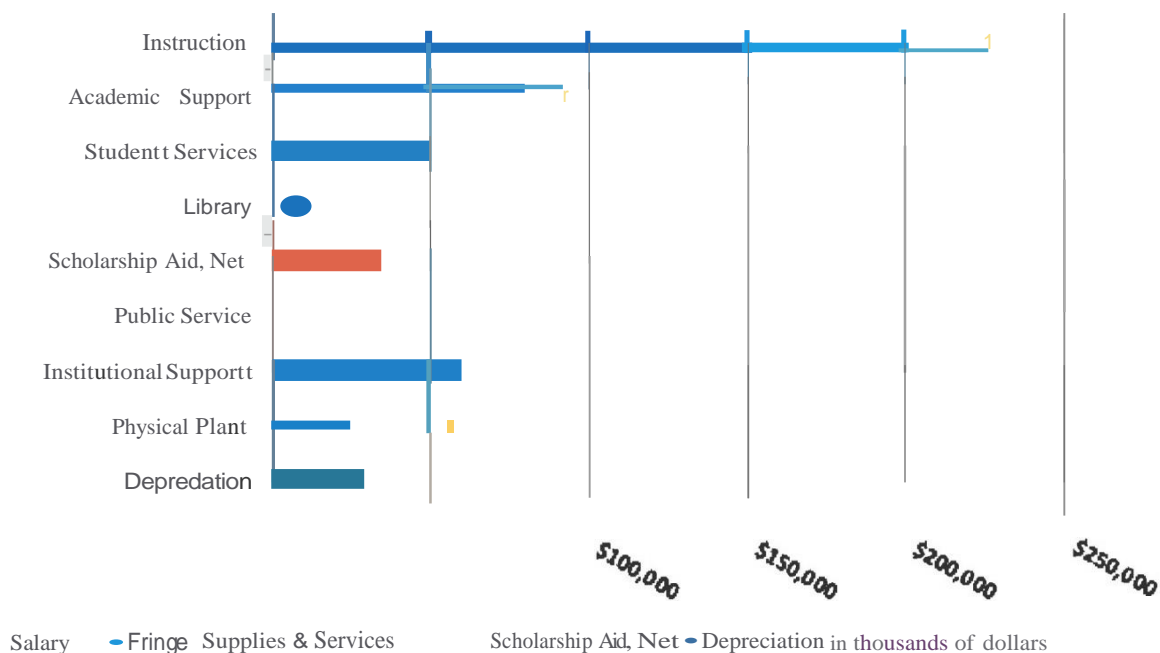
June 30, 2015



\$514.6 million in fiscal year 2014. The \$64.7 million increase in fiscal year 2015 crossed all functions and categories of expense. \$41.2 million represents additional pension expense resulting from the implementation of GASB 68. A slight offset of \$1.6 million came from a decrease in net scholarship aid.

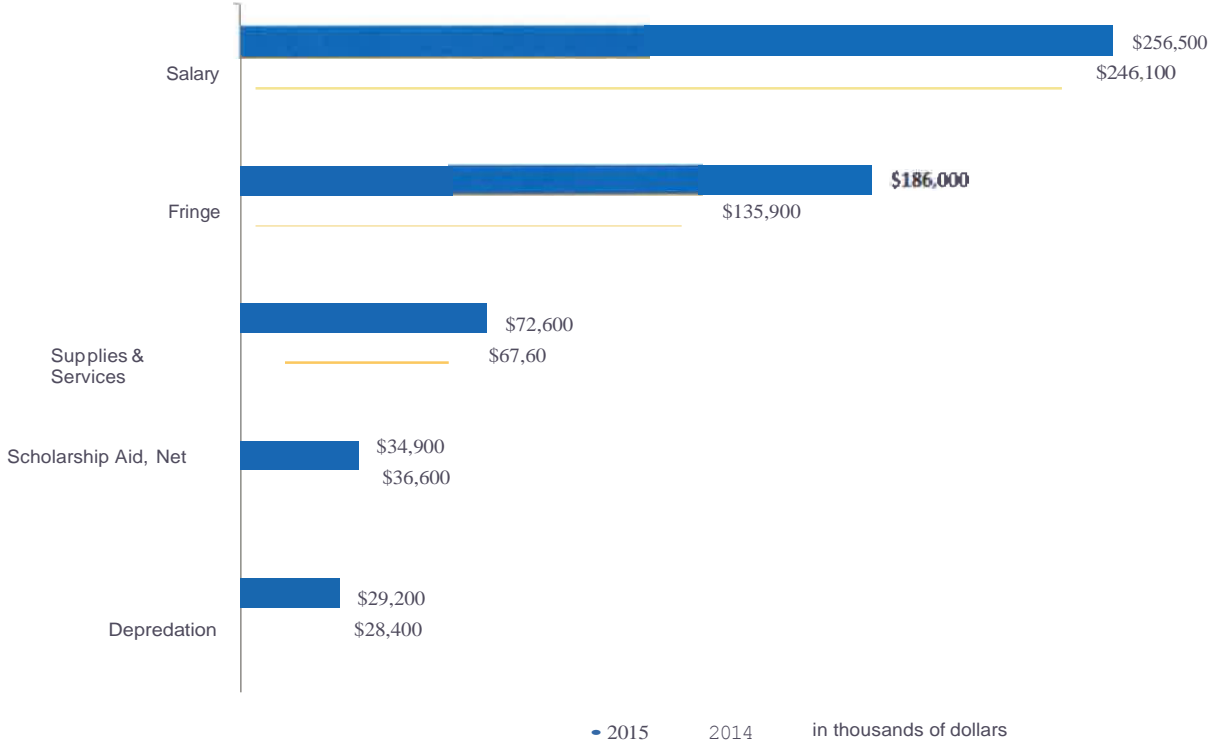
Operating expenses include \$442.5 million for salary and wages and related fringe benefits, or 76.4% of total operating expense. In addition, operating expenses include \$34.9 million in net scholarship aid expense refunded to students, \$29.2 million in depreciation expense and \$72.6 million for all other service and supply costs. Supplies and services include \$14.1 million in non-capital telecommunications and information technology-related services and supplies; premises and property-related expenses including utilities, security, maintenance and repairs, custodial and grounds, and other related costs totaling \$28.5 million; and all other non-personnel costs of operating the colleges.

2015 OPERATING EXPENSES by Program and Account Type



The Connecticut Community Colleges recorded an operating loss of \$366.4 million during the year ended June 30, 2015. In major part, this results from the fact that the State general fund appropriation and related fringe benefits, as well as State bond fund appropriations are classified as *non-operating revenues* under GASB 35, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be an operating expense. Other non-operating activity includes private gifts and donations, investment income earned on cash balances invested by the State treasurer's office, and non-mandatory transfers between individual colleges and the System Office. The State general fund appropriation for salaries increased by 2.8% and the associated revenues to cover fringe benefit costs increased by 2.7%, to \$154.7 million and \$111.5 million, respectively. An additional \$21.0 million of targeted General Fund appropriations was received to fund the CCC's portion of the BOR initiative titled "Transform CSCU 2020". Specifically, the majority of these additional funds were provided to support (1) developmental education efforts undertaken by the CCCs, and (2) a supplement in lieu of increases to tuition and fees which would have been required to cover cost increases. Unlike other General Fund appropriations; this \$21.0 million included no component for fringe. Bond fund appropriation revenues increased from \$22.3 million in 2014 to \$53.7 million in 2015. When the full value of the general fund appropriation and fringe benefits, capital appropriations, and other non-operating revenue and expense is taken into account, the System recorded a total 2015 net increase in net position of \$21.0 million compared with \$18.4 million decrease in 2014.

EXPENSE BY ACCOUNT TYPE



Statement of Cash Flows

The statement of cash flows presents the significant sources and uses of cash. Major sources of *operating activity* cash inflows include receipts of student tuition and fees (\$95.2 million, down 1.3% from 2014) and receipts from government grants and contracts (\$106.1 million, up 1.6% from 2014). Cash is also received from private grants and contracts, miscellaneous auxiliary and educational sales, and other activities. The largest operating cash outflows include salaries paid to employees (\$255.0 million, up 6.1% from 2014), fringe benefits paid on behalf of employees (\$142.1 million, up 6.8% from 2014), vendor payments (\$81.0 million, up 5.0% from 2014) and payments to students (\$37.7 million, down 5.7% from 2014) including financial aid grants and loans (above the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. Net cash used by operating activities increased 8.6% during fiscal year 2015 and declined 6.9% during fiscal year 2014.

The largest inflow of cash related to *non-capital financing* is State appropriations (\$290.7 million), including general fund appropriations for salaries and related fringe benefits, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. Other non-capital financing cash inflows include private gift receipts of \$1.6 million and Federal Family Education Loan Program (FFELP) receipts of \$8.7 million.

Capital financing cash flows result primarily from the receipt or reallocation of capital appropriations and from cash outlays made to purchase capital assets either by the CCC's directly, or by DAS on the System's behalf. During fiscal year 2015, capital financing net cash inflows of \$47.8 million reflected the receipt of bond appropriations of \$42.0 million of which went to college facility projects administered by DAS, and \$5.8 million for repairs and maintenance, capital equipment and system technology initiatives at the colleges and system office. Cash provided by *investing activities* represents interest income earned on operating fund cash balances invested by the State treasurer on behalf of the System, and distributed quarterly. Cash inflows from the Short Term Investment Fund ("STIF") rose from \$113 thousand in fiscal year 2014 to \$134 thousand in fiscal year 2015.

Condensed Statements of Cash Flows
Years Ended June 30, 2015, and 2014
(in thousands)

	2015	2014	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (304,494)	\$ (280,327)	(9) %
Investing activities	134	113	19 %
Capital and related financing activities	20,743	(1,211)	4 %
Noncapital financing activities	<u>301,016</u>	<u>270,058</u>	<u>11 %</u>
Net change in cash and cash equivalents	17,399	(15,367)	213 %
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	167,269	182,636	(82 %)
Cash and cash equivalents, end of year	<u>\$ 184,668</u>	<u>\$ 167,269</u>	<u>10 %</u>

Economic Outlook

The Connecticut Community Colleges will confront significant challenges and opportunities in the years ahead. The factors that will have the greatest financial impact on the CCC are projected flattening and declining high school graduates and the current fiscal condition of the state of Connecticut, which projects significant 2016 fiscal year-end budget deficits. The state has already implemented a budget rescission impacting all state agencies in fiscal year 2016, and has indicated that another rescission may be forthcoming in order to balance the state budget.

The following table illustrates Fall Full Time Equivalent ("FTE") student attendance at the CCCs:

Fall Headcount Enrollment and Full Time Equivalent						
Year Ended 30-Jun	Undergraduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2015	55,154	-3.2%	55,154	-3.2%	31,886	-3.0%
2014	56,976	-2.2%	56,976	-2.2%	32,882	-1.6%
2013	58,228	1.9%	58,228	1.9%	33,410 *	0.6%
2012	57,152	-1.0%	57,152	-1.0%	33,200 *	-2.0%
2011	57,749	5.9%	57,749	5.9%	33,862 *	5.8%
2010	54,523	8.0%	54,523	8.0%	32,001 *	9.6%

* Prior year numbers have changed slightly from what was reported on this schedule in the 2013 financials. The difference represents two definitions offered by IPEDS, the Integrated Post-Secondary Education Data System. This is the primary source for post-secondary institutions in the United States. From 2014 forward, the numbers are calculated using the Instructional Activity definition.

June 30, 2015

The past two years have seen declining full time equivalent students, and the five-year trend shows some decline. CCC continues to attract non-traditional students and as discussed below, strategic initiatives are underway to expand the potential student population. In addition, the IPEDS data does not currently measure the attendance in non-credit programs which is a significant offering at the CCCs.

Looking forward, management is working towards strategic initiatives to improve and enhance operations of the CCC and entire system. The Board had previously engaged consulting support to review current enrollment management policies and practices with the goal of formulating new strategies to increase recruitment and retention of students.

Since its official formation in January, 2012, the Board of Regents has initiated a number of actions to employ best practices at the state universities and community colleges. "Excel CT", the strategic plan for the state universities, community colleges, and Charter Oak State College, was launched in FY 2014. Excel CT, later rebranded "Transform CSCU 2020", had the goal of improving the student experience by uniting the 17 CSCU institutions as one interdependent system, strengthen online learning capacity, and better aligning coursework with the strongest industry growth sectors.

After experiencing complications with the complexity and breadth of Transform CSCU 2020, management has determined that a better course of action is to regroup and simplify our strategic planning efforts. Many of the initiatives of Transform will be brought forward however, and the process ahead is expected to be more collaborative. The management team has gone back to the core values espoused by the Board when the Connecticut State Colleges & Universities ("CSCU") were first formed. The following is the mission of CSCU:

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

The Board also set forth five goals at the time:

- Goal 1: A Successful First Year: Increase the number of students who successfully complete a first year of college.
- Goal 2: Student Success: Graduate more students with the knowledge and skills to achieve their life and career goal.
- Goal 3: Affordability and Sustainability: Maximize access to higher education by making attendance affordable and our institutions financially sustainable.
- Goal 4: Innovation and Economic Growth: Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world.
- Goal 5: Equity: Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

The seventeen institutions, under the supervision of each President, are evaluating how the institutional goals align with these five overarching goals.

Management continues to be strongly committed to advocating for forward-thinking, long-term shifts in University and system operations. The primary focus of our overarching strategies is to provide better services and experiences to students.

Additional Information

This financial report is designed to provide a general overview of CCC's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to Erika Steiner, Chief Financial Officer, Board of Regents for Higher Education, Connecticut State Colleges and Universities (860-493-0251). College-specific questions may also be directed to the Dean of Administration at each individual college.



Independent Auditor's Report

To the Board of Regents
of the Connecticut Community Colleges

We have audited the accompanying financial statements of the primary institution (an enterprise fund of the State of Connecticut), and the aggregate discretely presented component units (the aggregate of the Magnet High Schools and the Foundations) comprising the Connecticut Community Colleges (the "System"), as of June 30, 2015 and for the year then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We did not audit the financial statements of the Foundations, which statements reflect total assets of \$53.1 million and total net assets of \$50.5 million as of June 30, 2015 and total revenues, capital gains and losses and other support of \$8.2 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the primary institution and the aggregate discretely presented component units of the Connecticut Community Colleges at

June 30, 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note 1, the financial statements of the System, an institution of higher education of the State of Connecticut, are intended to present the financial position, the changes in financial position and cash flows of only that portion of the business-type activities of the State of Connecticut that is attributable to the transactions of the System. They do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2015, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

As discussed in Note 3 of the financial statements, the System adopted Governmental Accounting Standards Board ("GASB") Statement No. 68, *Accounting and Financial Reporting for Pensions - an Amendment of GASB Statement No. 27* ("GASB 68"), effective July 1, 2014. Our opinion is not modified with respect to this matter.

Other Matters

The accompanying Management's Discussion and Analysis on pages 1 through 11 is required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We and other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The Schedule of Net Pension Liability and Related Ratios (Unaudited) and Schedule of Contributions (Unaudited) on pages 41 and 42 are required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The supplementary information included on pages 45 through 49 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records

used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves and other additional procedures, in accordance with auditing standards generally accepted in the United States of America by us. In our opinion, the supplementary information, based on our audit, are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

PricewaterhouseCoopers LLP

January 14, 2016

Connecticut Community Colleges

Statements of Net Position

June 30, 2015



CoNNTscncol Stmts
-1,1C.f. NI, RR, IES

	Primary Institution (in thousands)	Component Unit Magnet High Schools (in thousands)
Assets		
Current assets		
Cash and cash equivalents	\$ 184,668	\$ 2,494
Accounts receivable, due from the State	27,050	37
Accounts receivable other, net	14,295	84
Prepaid expenses	1,222	
Total current assets	227,235	2,615
Non-current assets		
Capital assets, net	649,126	47,414
Student loans, net	198	
Total non-current assets	649,324	47,414
Total assets	\$ 876,559	\$ 50,029
Deferred outflows of resources		
Deferred pension contributions	20,226	
Total deferred outflows of resources	\$ 20,226	\$
Liabilities		
Current liabilities		
Accounts payable	\$ 5,270	\$ 40
Accrued expenses - salary and fringe benefits	27,482	49
Accrued compensated absences - current portion	1,993	3
Deferred revenue	2,879	31
Unapplied payments	11,062	
Retainage	371	
Agency and loan fund liabilities	1,278	
Other liabilities	428	
Total current liabilities	50,763	123
Non-current liabilities		
Pension liability	551,736	
Accrued compensated absences - long term portion	37,878	58
Other long-term liabilities	157	
Total non-current liabilities	589,771	58
Total liabilities	640,534	181
Deferred inflows of resources		
Deferred pension asset gains	21,448	
Total deferred inflows of resources	\$ 21,448	\$
Net position		
Invested in capital assets, net of related debt	649,126	47,414
Restricted		
Nonexpendable	20	
Expendable	106,380	2,569
Unrestricted	(520,723)	(135)
Total net position	\$ 234,803	\$ 49,848

The accompanying notes are an integral part of these financial statements.

Connecticut Community Colleges
 Statements of Net Assets - Component
 Unit June 30, 2015



Component Unit
 Foundations
 (in thousands)

Assets	
Cash and cash equivalents	\$ 5,236
Accounts receivable, net	17
Contributions receivable, net	2,066
Grants receivable	353
Other receivables	421
Prepaid expenses and other assets	419
Investments	44,596
Total assets	<u>\$ 53,108</u>
Liabilities	
Accounts payable and accrued expenses	\$ 352
Annuities payable	151
Scholarships payable	11
Other liabilities	2,104
Total liabilities	<u>2,618</u>
Net Assets	
Unrestricted	2,768
Temporarily restricted	18,302
Permanently restricted	29,420
Total net assets	<u>50,490</u>
Total liabilities and net assets	<u>\$ 53,108</u>

The accompanying notes are an integral part of these financial statements.

Connecticut Community Colleges

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2015

CONNECTICUT STATE
COLLEGE

	Primary Institution (in thousands)	Component Unit Magnet High Schools (in thousands)
Operating revenue		
Student tuition and fees	\$ 175,415	\$
Less: Scholarship discounts and allowances	(79,421)	
Net tuition and fees	95,994	
Federal grants and contracts	99,965	4,604
State and local grants and contracts	9,068	(87)
Private grants and contracts	2,918	
Sales and services of educational departments	766	
Other operating revenues	4,155	1,104
Total operating revenues	212,866	5,621
Operating expenses		
Instruction	226,543	3,683
Public service	1,334	
Academic support	92,371	533
Library	11,325	102
Student services	49,125	537
Scholarship aid, net	34,893	
Institutional support	78,666	1,233
Physical plant	55,772	556
Depreciation	29,191	1,483
Total operating expenses	579,220	8,127
Operating loss	(366,354)	(2,506)
Nonoperating revenues		
State appropriations - general fund	331,960	727
State appropriations - bond funds	53,746	
Private gifts	1,516	
Interest income	131	
Other non-operating revenues, net	13	26
Net non-operating revenue	387,366	753
Change in net position	21,012	(1,753)
Net position, as restated at July 1, 2014	213,791	51,601
Net position at end of year	\$ 234,803	\$ 49,848

Connecticut Community Colleges
 Statements of Revenues, Expenses and
 Changes in Net Assets - Component Unit
 Years Ended June 30, 2015



Statement of Revenues, Expenses and Changes in Net Assets - Component Units
 Year Ended June 30, 2015

	Component Unit Foundations (in thousands)
Revenue, capital gains and losses and other support	
Gifts and grants	\$ 5,787
Gifts in kind	4
Events and activities	888
Dividends and interest income	486
Net realized and unrealized gain/(loss) on investments	1,051
Total revenue, capital gains and losses and other support	<u>8,216</u>
Expenses	
Fundraising events	588
Campus facilities, projects and equipment	215
Grants	410
Museum	109
Program services	2,050
Scholarships, awards, and financial aid	2,093
Management and general	1,094
College advancement	933
Total expenses	<u>7,492</u>
Net Income (Loss)	<u>724</u>
Change in net assets	724
Net assets	
Net assets at beginning of year	49,766
Net assets at end of year	<u>\$ 50,490</u>

The accompanying notes are an integral part of these financial statements.

167,269
 Primary Institution
 \$ 184,668
 (in thousands)

Cash flows from operating activities	
Student tuition and fees	\$ 95,254
Government grants and contracts	106,113
Private grants and contracts	2,535
Sales and services of educational departments	741
Payments to employees	(254,963)
Payments for fringe benefits	(142,123)
Payments to students	(37,678)
Payments to vendors	(81,043)
Payments by Department of Construction Services	(232)
Other receipts, net	6,902
Net cash used in operating activities	<u>(304,494)</u>
Cash flows from investing activities	
Interest income	<u>134</u>
Net cash provided by investing activities	<u>134</u>
Cash flows from capital and related financing activities	
State appropriations	47,809
Payments by Department of Construction Services	(8,299)
Purchase of capital assets	<u>(18,767)</u>
Net cash (used in) provided by capital and related financing activities	<u>20,743</u>
Cash flows from noncapital financing activities	
State appropriations	290,706
Private gifts	1,580
Federal Family Education Loan program ("FFELP")	<u>8,730</u>
Net cash provided by noncapital financing activities	<u>301,016</u>
Net change in cash and cash equivalents	
Cash and cash equivalents at beginning of year	
Cash and cash equivalents at end of year	
Reconciliation of operating loss to net cash used in operating activities:	
Operating loss	\$ (366,354)
Adjustments to reconcile operating loss to net cash used in operating activities:	
Depreciation expense	29,191
Loss on disposal of capital assets, net	100
Operating Application of FFELP Receipts	(8,730)
Changes in operating assets and liabilities:	
Accounts receivable, net	(3,027)
Prepaid expenses and other assets	(1,059)
Accrued compensation and other	(5,108)
Pension Liability	1,712
Accounts payable	2,568
Deferred revenue	227
Changes in deferred outflows and inflows of resources:	
Deferred pension contributions	24,539
Deferred pension asset gains	21,447
Net cash used in operating activities	<u>\$ (304,494)</u>

3. Organization and Operations

The Connecticut Community College-s (collectively referred to as "CCC" or the "System") are a state wide system of twelve regional community colleges, serving nearly half of the undergraduates in public higher education in the State of Connecticut (the "State"). The CCC's offer two-year associate degrees and transfer programs, short-term certificates and individual coursework in both credit and noncredit programs, often through partnerships with business and industry. The System has a combined enrollment of approximately 55,000 credit students and 29,000 additional noncredit students at its twelve colleges. The primary institutions that make up the financial statements include the CCC System Office ("SO") and the following community colleges: Asnuntuck Community College ("Asnuntuck"), Capital Community College ("Capital"), Gateway Community College ("Gateway"), Housatonic Community College ("Housatonic"), Manchester Community College ("Manchester"), Middlesex Community College ("Middlesex"), Naugatuck Valley Community College ("Naugatuck"), Northwestern Connecticut Community College ("Northwestern"), Norwalk Community College ("Norwalk"), Quinebaug Valley Community College ("Quinebaug"), Three Rivers Community College ("Three Rivers") and Tunxis Community College ("Tunxis").

4. Reporting of Component Units

Government Accounting Standards Board ("GASB") Statement No. 39, *Determining Whether Certain Organizations Are Component Units* ("GASB 39") and as amended GASB 61, *The Financial Reporting Entity*, requires several legally separate, tax-exempt, affiliated college foundations (collectively referred to as the "Foundations") to be considered component units of CCC and presented discretely in CCC's financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the colleges in support of their programs. Although the colleges do not control the timing or amount of receipts from the Foundations, the majority of resources, or income thereon, that the Foundations hold and invest are restricted to the activities of the colleges by the donors. Because these restricted resources held by the Foundations can only be used by, or for the benefit of, the colleges, the Foundations are considered component units of the colleges.

The financial information of the college Foundations is discretely presented and identified in the "component unit" column of the various system-wide and college financial statements. Because under Connecticut statutes each Foundation may establish its own accounting (fiscal) year as any twelve month period, not all twelve Foundations have a fiscal year-end which coincides with the CCC June 30 year-end. Some Foundations have fiscal years which end at December 31. GASB 39 allows component unit information to be up to eleven months older than that of the CCC primary institution, therefore the component unit information reflects Foundation statements from each Foundation's most recent fiscal year, ended either December 31, 2014 or June 30, 2015.

All Foundation financial statement information is based on separately audited financial statements. Those financial statements are audited by other accounting firms and are presented under standards promulgated by the Financial Accounting Standards Board ("FASB") rather than GASB. Under pre-existing Connecticut statutory and CCC Board policy requirements, various Foundation information including the audited Foundation financial statements, is reviewed at a high level by

the college president and the college chief financial official, and forwarded to the CCC System Office annually for transmittal to the State Auditors of Public Accounts. CCC management relies upon individual college and Foundation compliance with these requirements, and the independently audited Foundation financial statements, to ensure that information presented in the component unit section of the CCC financial statements is materially correct.

The Foundations are private non-profit organizations that report under FASB standards, including ASC 958-205 *Presentation of Financial Statements*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in CCC's financial reporting entity for these differences. However, in some cases line items have been combined to reflect common terminology across all twelve college foundations. In addition, all other footnotes herein relate solely to the primary institution, the CCC's, excluding the respective component unit foundations.

CCC has responsibility for Great Path Academy ("GPA") and Quinebaug Valley Middle College High School ("QMC"), (together, "magnet high schools") which are inter-district magnet high schools located on the Manchester Community College and Quinebaug Valley Community College campuses, respectively. Magnet high schools are discretely presented and identified in a single column as component units on the face of CCC's statements of net position and statements of revenues, expenses and changes in net position. CCC does not consider magnet high schools to be part of the primary institution, because they are legally separate entities from CCC and they are separately managed and accounted for.

Affiliated alumni associations, if any, have not been included as component units of the colleges. They are considered immaterial for inclusion.

Complete financial statements for the Foundations can be obtained from the Finance Department at the Connecticut State Colleges and Universities System Office at 39 Woodland St. Hartford, CT 06105 or by phone at (860)723-0000.

5. Significant Accounting Policies

Basis of Presentation

The financial statements for the CCC primary institution have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by GASB. The System reports as a business type activity, as defined by GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis –For Public Colleges and Universities* ("GASB 35"). Business type activities are those that are financed in whole or in part by fees charged to external parties for goods or services.

CCC follows the provisions of GASB Statement No. 33, *Accounting and Financial Reporting for Nonexchange Transactions* ("GASB 33"), and GASB 35, as amended by GASB Statements No. 37, *Basic Financial Statements –and Management's Discussion and Analysis –for State and Local Governments: Omnibus, an amendment of GASB Statements No. 21 and No. 34*, ("GASB 37") and

No. 38, *Certain Financial Statement Note Disclosures* ("GASB 38"). GASB 33 requires that unconditional promises to give be recorded as receivables and revenues when CCC has met all applicable eligibility requirements. This statement also requires that unspent cash advances received for sponsored programs be recorded as deferred revenue rather than as restricted expendable net position. GASB 35 establishes standards for external financial reporting for public colleges and universities and requires that resources be classified for accounting and reporting purposes into the following four net position categories:

Invested in Capital Assets, Net of Related Debt

Capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding principal balances of debt and other obligations, if applicable, attributable to the acquisition, construction or improvement of those assets. As of June 30, 2015, the CCC's do not carry any debt as all bonding is handled by the State.

Restricted – Nonexpendable

Net position subject to externally imposed stipulations that are required to be retained in perpetuity, such as permanent endowments.

Restricted – Expendable

Net position subject to externally-imposed constraints imposed by grantors, contributors or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. Restricted expendable net position include capital appropriation balances, funds held in accordance with legally adopted collective bargaining agreements, unexpended balances in non-exchange grants, and institutional capital contribution balances in the Federal National Direct Student Loan and Nursing Loan programs. The balance of expendable net position restricted by enabling legislation at June 30, 2015 are \$106,380,639.

Unrestricted

Net positions that do not meet the definition of "invested in capital assets, net of related debt" or "restricted."

GASB 35 also requires that the statements of net positions; revenues, expenses, and changes in net positions; and cash flows be reported on a combined basis.

The magnet high schools apply the same four net position categories as described above.

New Accounting Pronouncements Implemented

In June 2012, the GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions*, effective for the System's fiscal year beginning July 1, 2014. This Statement revises existing standards for employer financial statements relating to measuring and reporting pension liabilities for pension plans provided by the State to System employees. This Statement requires recognition of a liability equal to the net pension liability.

In November 2013, the GASB issued Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, effective for the System concurrently with the implementation of GASB Statement No. 68. This Statement addresses an issue in Statement No. 68 concerning transition provisions related to certain pension contributions made to defined benefit

pension plans prior to the implementation of that Statement by employer and non-employer contributing entities.

CCC implemented GASB Statement No. 63, *Financial Reporting of Deferred Outflow of Resources, Deferred Inflows of Resources, and Net Position* ("GASB 63"), effective June 30, 2013. CCC also implemented GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities* ("GASB 65") effective June 30, 2013. Prior to GASB 68, CCC did not identify any significant deferred outflows of resources or deferred inflows of resources at June 30, 2013. As a result of GASB 68 implementation, CCC now recognizes deferred outflows of resources, pension contributions, and deferred inflows of resources, pension gains on assets.

Pension Obligations

The System records pension obligations equal to the net pension liability for its defined benefit plans. The net pension liability is measured as the total pension liability, less the amount of the pension plan's fiduciary net position. The total pension liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the pension plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available.

Pension expense is recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Restatement of Opening Net Position Balance

Effective July 1, 2014, the System adopted GASB Statement No. 68, *Accounting and financial Reporting for Pensions - an Amendment of GASB Statement No. 27* ("GASB No. 68"). The System also adopted GASB Statement No. 71, *Pension Transition for Contributions made subsequent to the Measurement Date*, an amendment of GASB Statement No. 68. GASB No. 68 replaces the requirements of GASB Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, as well as the requirements of GASB Statement No. 50, *Pension Disclosures*, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements that meet certain criteria. GASB No. 68 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expenses. For defined benefit pensions, GASB No. 68 identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about pensions also are addressed. In addition, GASB No. 68 details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions.

To the extent practical, GASB No. 68 requires retrospective adoption, which results in restatement of prior periods presented. Restatement of all prior periods presented is not practical because the pension plans are managed by the State of Connecticut and this information is not available. The total beginning net pension liability allocable to the System has been determined and the effect of adopting GASB No. 68 as of July 1, 2014 was as follows:

(in thousands of dollars)

Net position at June 30,2014 (as previously reported)	<u>\$ 763,815</u>
Net pension liability	<u>(550,024)</u>
Change in net position	<u>(550,024)</u>
Net position at July 1,2014 (as restated)	<u>\$ 213,791</u>

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CCC by the State Treasurer and has original maturities of three months or less (see Note 4). Interest income is recognized on the accrual basis. The largest inflow of cash related to non-capital financing is State appropriations, including general fund appropriations for salaries of \$175,664,484 fiscal year 2015, and related fringe benefit of \$111,531,610 for fiscal year 2015, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The CCC's do not receive cash from the State in support of the general fund appropriation. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement. Fringe benefit payments are made by the State Comptroller on behalf of the CCC's, and information regarding the associated fringe benefit expense is provided to the System with each biweekly payroll. This is treated as a cash equivalent on the statements of cash flows.

Capital Assets

Capital assets of the primary institutions and the magnet high schools are stated at historical cost or, in the case of donated property, at the fair value at the date of gift. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life. Useful lives assigned to assets are identified in the following table:

Asset Class Description	Useful Life
Land	Not applicable
Land/site improvements	20-40 years
Buildings and building Improvements	3-40 years
Lease related	Life of lease
Library books	10 years
Furniture and equipment	3-15 years
Vehicles	4 years
Artwork non-collection	10 years
Fine arts & historical treasures	Not applicable
Software	5 years
Other personal property	10 years

CCC does not capitalize works of art or historical treasures that are held for exhibition, education, research and public service. These collections are neither disposed of for financial gain nor encumbered in any means. Accordingly, such collections are not recognized or capitalized for financial statement purposes. Title to all assets, whether purchased, constructed or donated, is held by the State of Connecticut.

Accrued Compensated Absences (ACA)

Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statements of net position reflect the accrual for the amounts earned as of year-end .

Deferred Revenue

Deferred revenue consists primarily of cash received under government grants and contracts which has not yet been earned as of year-end.

Unapplied Payments

Unapplied payments consist primarily of tuition and fees collected as of year-end, for the upcoming summer or fall semesters. Direct charges related to these semesters are reported in the period the tuition and fees are recognized as income.

Operating Activities

CCC policy for defining operating activities as reported on the statements of revenue, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CCC expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, as defined by GASB 35, including state appropriations, gifts and investment income.

Student Tuition and Fee Revenue

Student tuition and fee revenues are recognized in the period earned. Student tuition and fee revenue is presented net of scholarship aid applied to student accounts, while other financial aid refunded directly to students is presented as scholarship aid expenses, as required by GASB 35.

Student tuition, college services fees, student activity fees, extension credit and non-credit program fees, and other miscellaneous student fees, recorded as gross tuition and fee revenues, represent the largest portion of operating revenue, but are offset by student financial aid grants from federal, state, local and private sources as well as by institutional aid in the form of tuition remission and statutory and other tuition and fee waivers, used to pay off student tuition and fee charges, resulting in net tuition and fee revenue after scholarship allowances. The revenue for a summer session is split between the two fiscal years, with appropriate amounts being recognized in the accounting period in which they are earned or incurred and become measurable.

Private Gifts and Contributions

CCC receives gifts of financial support from private corporations, foundations and individuals. In such cases, revenue is recognized when a pledge representing an unconditional promise to pay is received and all eligibility requirements, including time requirements, have been met. In the absence of such promise, revenue is recognized when the gift is received. Contributions of assets other than cash are recorded at their estimated fair value.

Income Taxes

CCC is an agency of the State of Connecticut and is exempt from federal income taxes under Section 115(a) of the Internal Revenue Code and from state income taxes. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates. Significant estimates include the accrual for employee compensated absences, collectability of accounts and loans receivable, the useful lives of property and equipment and the pension liability.

Subsequent Events

In accordance with generally accepted accounting principles, CCC evaluated subsequent events for the period after June 30, 2015 and through January 14, 2016, the date the financial statements were issued, and determined that there have been no subsequent events that would require recognition in the financial statements or disclosures in the notes of the financial statements.

4 Cash and Cash Equivalents

Cash and cash equivalents consists of the following at June 30, 2015 (in thousands):

	201
	5
Cash	\$ 82,935
Cash equivalents	- 101,733
Cash and cash equivalents total	<u>\$ 184,668</u>

Cash is invested in the State of Connecticut Treasurer's STIF, a combined investment pool of high quality, short-term money market instruments. All temporary surplus cash is invested in the STIF. CCC may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet CCC daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed 5.0% of the STIF's net assets at the time of execution.

CCC has assessed the Credit Risk and the Concentration of Credit Risk of its Cash and Cash Equivalents as follows:

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CCC is only invested in the State of Connecticut Treasurer's STIF, which is a combined investment pool of high quality, short-term money market instruments. There is low risk to these types of investments.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5 percent or more of the total value of investments. 100% of CCC's total cash and cash equivalents are invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to the CCC which are backed by cash held by the State as of June 30, 2015.

5 Accounts Receivable

Accounts receivable consist of the following at June 30, 2015 (in thousands):

	2015
Tuition	\$ 4,561
College services fees	376
Student activity fees	21
Extension fees	970
Payment plans and returned checks	441
Other student fees	<u>215</u>
Subtotal	6,584
Less: Allowance for doubtful accounts	<u>(2,525)</u>
Subtotal student tuition and fee receivables, net	<u>4,059</u>
Third party contracts	501
Government grants and contacts	7,142
STIF	32
Other receivables	<u>3,394</u>
Subtotal	11,069
Less: Allowance for doubtful accounts	<u>(833)</u>
Subtotal other receivables, net	<u>10,236</u>
Total accounts receivable, net	<u>\$ 14,295</u>

Student tuition and fees are due at a date established by each college not earlier than six weeks nor later than three weeks before the first day of classes unless other payment arrangements have been made. Any account not fully paid after the second week of class (end of add/drop) is entered into collections. Any unpaid account at June 30 that relates to a term from a previous fiscal year is considered doubtful and an allowance is established.

Connecticut Community Colleges

Notes to Financial Statements
June 30, 2015

6. Capital Assets

Capital assets for the Primary Institution consist of the following at June 30, 2015 (in thousands):

	Balance at June 30, 2014	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2015
Land and land/site improvements	\$ 25,216	\$ 191	\$	\$	\$ 25,407
Infrastructure	516				516
Building and building improvements	795,291	341		6,662	802,294
Furnishings and equipment	76,228	12,091	(2,302)	80	86,097
Library books	7,610	455	(1,056)		7,009
Software	439				439
	<u>905,300</u>	<u>13,078</u>	<u>(3,358)</u>	<u>6,742</u>	<u>921,762</u>
Less: Accumulated depreciation	<u>(265,998)</u>	<u>(29,191)</u>	<u>3,318</u>		<u>(291,871)</u>
	639,302	(16,113)	(40)	6,742	629,891
Construction-in-progress	12,129	13,915	(67)	(6742)	19,235
Capital assets, net	<u>\$ 651,431</u>	<u>\$ (2,198)</u>	<u>\$ (107)</u>	<u>\$</u>	<u>\$ 649,126</u>

Depreciation expense was \$29,190,685 for the years ended June 30, 2015.

Capital assets for the Magnet Schools consist of the following at June 30, 2015 (in thousands):

	Balance at June 30, 2014	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2015
Building and building improvements	\$ 51,788	\$ 120	\$	\$	\$ 51,908
Furnishings and equipment	<u>1,627</u>	<u>103</u>	<u>(22)</u>		<u>1,708</u>
	53,415	223	(22)		53,616
Less: Accumulated depreciation	<u>(4,881)</u>	<u>(1,483)</u>	<u>22</u>		<u>(6,342)</u>
	48,534	(1,260)			47,274
Construction-in-progress	<u>105</u>	<u>35</u>			<u>140</u>
Capital assets, net	<u>\$ 48,639</u>	<u>\$ (1,225)</u>	<u>\$</u>	<u>\$</u>	<u>\$ 47,414</u>

Magnet School depreciation expense was \$1,483,022 for the years ended June 30, 2015.

7. Student Loans

Student loans consist of the following at June 30, 2015 (in thousands):

	2015
Student loans receivable	\$ 274
Less: Allowance for doubtful loans	<u>(76)</u>
	\$ 198

The outstanding loans were granted as part of the Federal National Direct Student Loan and Nursing Loan programs. The allowance is equal to the total outstanding loans at year-end multiplied by the current year COHORT default rate. The COHORT default rate for each college is calculated individually for borrowers who entered repayment during fiscal years 2012, 2013 and 2014 as follows: (Total number of such borrowers with loans in default at fiscal year-end 2013, 2014 and 2015, i.e. a year later, respectively) *divided by* (Total number of such borrowers who entered repayment during fiscal years 2012, 2013 and 2014, respectively).

8. Accrued Compensated Absences

Accrued compensated absences consist of the following at June 30, 2015 (in thousands):

	2015
Accrued vacation	\$ 16,617
Accrued sick leave	14,221
Other accrued fringe benefits	<u>9,033</u>
Total accrued compensated absences	39,871
Less: current portion	<u>(1,993)</u>
Accrued compensated absences - non-current portion	<u>\$ 37,878</u>

Activity for compensated absences (in thousands), as of June 30, includes :

Balance as of June 30, 2014	\$ 41,390
Increases in 2015	1,617
Payouts in 2015	<u>(3,136)</u>
Balance as of June 30, 2015	<u>\$ 39,871</u>

These accruals represent amounts earned by all eligible employees through the end of the fiscal year. These accrued compensated absences ("ACA") will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of ACA, is estimated to be 5.0% of the total liability and is reflected as a current liability.

9. Pollution Remediation Obligations

GASB Statement No. 49, *Accounting and Financial Reporting for Pollution Remediation Obligations* ("GASB 49") requires the CCCs to determine if any known pollution remediation obligations exist based on certain "obligating events". A pollution remediation obligation is an obligation to address the current or potential detrimental effects of existing pollution by participating in pollution remediation activities. If any obligations exist the CCCs must estimate expected outlays for the remediation on an expected cash flows basis.

At June 30, 2015, no pollution remediation obligations existed.

10. Bonds Payable

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities of the System. The State obtains its funds for these construction projects from general obligation bonds which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the General fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CCC and, accordingly, the State's debt obligation attributable to CCC educational and general facilities is not reported as CCC debt in the accompanying financial statements.

11. Retirement and Other Post Employment Benefits

Plan Description

All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CCC employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). The plan provides retirement, disability, death benefits and annual cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in the General Statutes. The plan does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller.

Tier III or the Hybrid Plan are the 2 primary SERS plan options available to CCC employees first hired into state service on or after July 1, 2011 (some employees are eligible to elect the Teachers Retirement System -TRS). Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, Tier III, or TRS depending on several factors. CCC makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and the State Employee Bargaining Agent Coalition ("SEBAC"), provides a new

retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined - benefit plan that provides members life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a five percent employer match and four percent interest in lieu of a defined benefit.

Alternatively, employees may choose to participate in the Alternate Retirement Plan ("ARP") which is managed by Voya Financial. Under this arrangement, plan participants contribute 5% of their pay and the State contributes 8% to individual participants' investment accounts managed by Voya Financial. CCC contributes a fringe benefit charge to the State, which includes the 8% employer contribution, and an administrative charge. The aforementioned 2011 SEBAC agreement provides CCC employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through a date not yet determined of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

Funding Policy

The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 43.42% and 23.65% for SERS and TRS respectively for fiscal year ended June 30, 2015. The College contributed \$42.8 million and \$1.9 million for SERS and TRS respectively for fiscal year ended June 30, 2015, equal to 100% of the required contributions the year. Administrative costs of the plan are funded by the State.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The Systems' net pension liability was measured as of June 30, 2014 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, at June 30, 2014 the System's proportion was 0.1 %. For the SERS plan, at June 30, 2014 the System's proportion was 3.4%.

All SERS and TRS assets are available to pay any members benefits respectively. However, the portion of each plan's net pension liability attributable to the CCC System is tracked separately. The net pension liability for the CCC System as of June 30, 2015 for SERS and TRS was \$540.6 million and \$11.1 million respectively .

Actuarial Assumptions

SERS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.75%
Salary increases	4.00% to 20.00%, including inflation
Investment rate of return net of pension plan investment expense, including inflation	8.00%

Mortality rates were based on the RP-2000 Employees table projected 15 years for men and 25 years for women with the Scale AA.

The actuarial assumptions used in the June 30, 2014 valuation were based on the results of the actuarial experience study as of June 30, 2013.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The best estimates of geometric rates of return for each major asset class as of June 30, 2014 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18	6.6
Emerging Market (Non-U.S.)	9	8.3
Real Estate	7	5.1
Private Equity	11	7.6
Alternative Investments	8	4.1
Fixed Income	8	1.3
High Yield Bonds	5	3.9
Emerging Market Bond	4	3.7
TIPS	5	1.0
Cash	4	0.4

June 30, 2015

2015

TRS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.00%
Salary increases	3.75% to 7.00%, including inflation
Investment rate of return net of pension plan investment expense, including inflation	8.50%,

Mortality rates were based on the RP-2000 Combined Mortality Table RP-2000 projected 19 years using scale AA, with a two year setback for males and females for the period after service retirement and for dependent beneficiaries.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Mutual Equity	25.0%	7.3%
Developed Markets ISF	20.0	7.5
Emerging Markets ISF	9.0	8.6
Core Fixed Income	13.0	1.7
Emerging Market Debt	4.0	4.8
High Yield	2.0	3.7
Inflation Linked Bonds	6.0	1.3
Liquidity Fund	6.0	0.7
Real Estate	5.0	5.9
Private Investment	10.0	10.9

Discount Rate

SERS:

The discount rate used to measure the total pension liability was 8.0%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan

investments was applied to all periods of projected benefit payments to determine the total pension liability.

TRS:

The discount rate used to measure the total pension liability was 8.50 percent. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability (Asset) to Changes in Discount Rate

The following presents the current-period net pension liability of the CCC System calculated using the current-period discount rate assumption of 8.0 percent for SERS and 8.5 percent for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is I - percentage-point lower or I-percentage-point higher than the current rate:

	1%Decrease (SERS-7.0%) (TRS-7.5%)	Current Discount (SERS-8.00A, (TRS-8.5%)	1%Increase (SERS-9.0%) (TRS-9.5%)
SERS	\$ 644,925,976	\$ 540,627,381	\$ 452,913,521
TRS	14,176,199	11,108,644	8,501,134

Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Defined Benefit Pension

For the year ended June 30, 2015, the System recognized pension expense of \$47.7 million. Deferred outflows of resources and deferred inflows of resources for pensions attributed to the CCC System were related to the following sources for the year ended June 30, 2015:

	SERS	TRS	Total
DEFERRED OUTFLOWS OF RESOURCES			
Difference between expected and actual experience	\$	\$	\$
Changes of assumptions or other inputs			
Net difference between projected and actual earnings on pension plan investments			
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	19,410,799	814,719	20,225,518
Total	\$ 19,410,799	\$ 814,719	\$ 20,225,518

DEFERRED INFLOWS OF RESOURCES			
Difference between expected and actual experience	\$	\$	\$
Changes of assumptions or other inputs			
Net difference between projected and actual earnings on pension plan investments	19,308,133	938,375	20,246,508
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	1,144,549	56,732	1,201,281
Total	\$ 20,452,682	\$ 995,107	\$ 21,447,789

The net amount of deferred outflows of resources and deferred inflows of resources related to the pensions attributed to the CCC System that will be recognized in pension expense during the next five years and thereafter is as follows:

	SERS	TRS	Total
2016	\$ (965,231)	\$ (104,133)	\$ (1,069,364)
2017	(965,231)	(104,133)	(1,069,364)
2018	(965,231)	(104,133)	(1,069,364)
2019	(965,297)	(104,130)	(1,069,427)
2020	2,819,106	130,463	2,949,569
Thereafter	\$	\$ 105,678	\$ 105,678

Payable to the Defined Benefit Pension Plan

At June 30, 2015 the System reported a payable of \$6.5 million for the outstanding amount of contributions to the pension plan required for the year ended June 30, 2015.

Other Post Employment Benefits

The State of Connecticut provides post retirement health care and life insurance benefits to eligible CCC employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium

cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post retirement health care and life insurance benefits.

12. Unrestricted Net Position

Substantially all unrestricted net position are internally designated for unliquidated encumbrances, contingency reserves, academic, program and other initiatives, and capital programs. Unrestricted net position was -\$520,723,687 at June 30, 2015. Of these amounts, \$2,451,658, represents CCC's unliquidated encumbrances.

13. Operating Leases

CCC is party to one non-cancellable operating lease contract. Future minimum lease payments, all due over the next five fiscal years and thereafter under all existing operating lease contracts (cancellable and non-cancellable), are approximately as follows:

2016	1,359,595
2017	1,251,314
2018	977,991
2019	970,200
2020 to 2032	970,200 per year

The commitments above include a lease agreement entered into on July 1, 2012 by Gateway Community College with the City of New Haven for parking in the Temple Street Parking Garage for approximately \$970,200 a year for 20 years. Rental and lease expense was \$3,299,769 and \$3,437,355 for the years ended June 30, 2015 and 2014, respectively.

14. Commitments and Contingencies

CCC is subject to other legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position, changes in net assets or cash flows of CCC.

CCC had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30, 2015. These commitments are not recorded as liabilities until materials or services are received. The commitments at June 30, 2015 were as follows:

Connecticut Community Colleges
 Notes to Financial Statements
 June 30, 2015



Asnuntuck Community College	\$	7,780,723
Capital Community College		1,340,766
Gateway Community College		312,640
Housatonic Community College		2,393,297
Manchester Community College		836,590
Middlesex Community College		321,436
Naugatuck Valley Community College		555,525
Northwestern Connecticut Community College		433,672
Norwalk Community College		454,335
Quinebaug Valley Community College		298,504
Three Rivers Community College		474,058
Tunxis Community College		132,946
System Office		489,760
		489,760
Total	\$	15,824,252

15. Adjustment of Component Units - Foundations

Certain prior year balances in the foundation component units statements of net assets and statements of revenues, expenses and changes in net assets as reported by the foundations and audited by other auditors were restated.

19 Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2015 are summarized as follows (in thousands):

	Year Ended June 30, 2015					<u>Total</u>
	<u>Salaries and Wages</u>	<u>Fringe Benefits</u>	<u>Supplies and Services</u>	<u>Scholarship Aid</u>	<u>Depreciation</u>	
Instruction	\$ 133,720	\$ 87,718	\$ 5,105	\$	\$	\$ 226,543
Public service	275	120	939			1,334
Academic support-other	45,361	34,484	12,526			92,371
Academic support-library	5,848	4,318	1,159			11,325
Student services	26,077	20,124	2,924			49,125
Scholarship aid				34,893		34,893
Institutional support	32,949	26,793	18,924			78,666
Physical plant	12,213	12,509	31,050			55,772
Depreciation					29,191	29,191
Total operating expenses	<u>\$ 256,443</u>	<u>\$ 186,066</u>	<u>\$ 72,627</u>	<u>\$ 34,893</u>	<u>\$ 29,191</u>	<u>\$ 579,220</u>

REQUIRED SUPPLEMENTARY INFORMATION

Connecticut Community Colleges

Schedule of Net Pension

Liability And Related Ratios

(Unaudited)

Year Ended June 30, 2015

(in thousands)



Schedule of Net Pension Liability and Related Ratios (Unaudited)

State Employee Retirement System Plan

Last 10 Fiscal Years ¹

(Dollar amounts in thousands)

	<u>2015</u>	<u>2014</u>
System's proportion of the net pension liability	3.38%	3.24%
System's proportionate share of the net pension liability	\$ 540,627,381	\$ 537,771,592
System's covered-employee payroll ²	\$ 117,736,763	\$ 108,774,557
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	459%	494%
Plan Fiduciary net position as a percentage of the total pension liability	39.54%	¹

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

(Dollar amounts in thousands)

	<u>2015</u>	<u>2014</u>
System's proportion of the net pension liability	0.11%	0.11%
System's proportionate share of the net pension liability	\$ 11,108,644	\$ 12,252,555
State's proportionate share of the net pension liability associated with the System	\$ 11,094,288	¹
Total	\$ 22,202,932	\$ 12,252,555
System's covered-employee payroll ²	\$ 4,197,020	\$ 4,000,839
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	265%	306%
Plan Fiduciary net position as a percentage of the total pension liability	61.56%	

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

²Actual covered employee payroll by pension plan is not available. These figures are based on the total covered employee payroll reported by the pension plan multiplied by the percentage used for the portion of the NPL attributed to the System.

Schedule of Contributions (Unaudited)

Year Ended June 30, 2015

(in thousands)

Schedule of Contributions (Unaudited)

State Employee Retirement System Plan

Last 10 Fiscal Years ¹

(Dollar amounts in thousands)

	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 42,836,587	\$ 34,343,204
Contributions in relation to the contractually required contribution	(42,836,587)	(34,308,861)
Contribution deficiency (excess)	<u>\$</u>	<u>\$ 34,343</u>
System's covered-employee payroll ²	\$ 117,736,763	\$ 108,774,557
Contributions as a percentage of covered employee payroll	36.38%	31.54%

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

(Dollar amounts in thousands)

	<u>2015</u>
Contractually required contribution	\$ 1,039,005
Contributions in relation to the contractually required contribution	<u>(1,927,454)</u>
Contribution deficiency (excess)	\$ (888,449)
System's covered-employee payroll ²	\$ 4,197,020
Contributions as a percentage of covered employee payroll	45.92%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

² Actual covered employee payroll by pension plan is not available. These figures are based on the total covered employee payroll reported by the pension plan multiplied by the percentage used for the portion of the NPL attributed to the System.

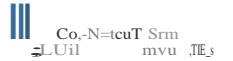
1. Changes in Benefit Terms

For the June 30, 2014 valuation, there were two changes in benefit terms:

- a. The 2011 SEBAC Agreement changed the benefit multiplier for the portion of benefit below the breakpoint from 1.33% to 1.4%. This change was made effective for all active members who retire on or after July 1, 2013 in Tier II, IIA and III.
- b. A one-time decision was granted to members not eligible to retire by July 1, 2022 to elect to maintain the same normal retirement edibility applicable to members eligible to retire before July 1, 2022. Employees who elected by July 1, 2013 to maintain the eligibility are required to make additional employee contributions for the length of their remaining active service with SERS. The additional contribution was up to 0.72% of pensionable earnings.

SUPPLEMENTARY SCHEDULES

Connecticut Community Colleges
Combining Statement of Net Position
June 30, 2015
(in thousands)



	Primary Institution												System Office	Combined Total
	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College		
Assets														
Current assets														
Cash and cash equivalents	\$ 5,008	\$ 11,997	\$ 4,881	\$ 20,575	\$ 10,521	\$ 3,164	\$ 48,392	\$ 4,685	\$ 11,497	\$ 12,185	\$ 11,649	\$ 5,983	\$ 34,131	\$ 184,668
Accounts receivable, due from the State	1,126	2,085	3,130	2,342	3,476	1,361	3,383	1,179	2,895	1,067	2,102	2,215	689	27,050
Accounts receivable other, net	567	1,849	1,700	366	1,291	1,478	2,903	138	1,527	813	646	573	444	14,295
Prepaid expenses	10	1	1	59	38	30	29	4	8	8	1	11	1,022	
Total Current assets	6,711	15,932	9,712	23,342	15,326	6,013	54,707	6,006	15,927	14,073	14,398	8,782	36,286	117,235
Non-current assets														
Capital assets, net	10,546	45,962	176,213	77,232	63,477	8,443	51,401	23,188	44,809	11,921	77,612	47,136	11,186	649,126
Student Loans, net	24		(5)	1		95	(3)	4			70	20		198
Total non-current assets	10,570	45,962	176,208	77,225	63,477	8,538	51,398	23,192	44,809	11,921	77,682	47,156	11,186	649,324
Total assets	17,281	61,894	185,920	100,567	78,803	11,571	106,105	29,198	60,736	25,994	92,080	55,938	47,472	559
Deferred outflows of resources														
Deferred pension contributions													20,226	20,226
Total deferred outflows of resources													20,226	20,226
Liabilities														
Current liabilities														
Accounts payable	336	194	302	258	498	217	285	137	1,055	35	295	144	1,514	5,270
Accrued expenses-salary and fringe benefits	1,348	2,662	4,242	2,831	4,243	1,846	4,230	1,284	3,955	1,228	2,553	2,804	(5,744)	27,482
Accrued compensated absences-current portion	83	156	222	149	201	110	234	80	221	84	90	155	148	1,993
Deferred revenue	8	510	199	14	117	216	190	27	355	247	125	101	770	2,879
Un applied payments	423	335	1,503	638	2,029	661	1,663	283	1,588	223	614	1,231	(129)	11,062
Retainage							243						128	371
Agency and loan fund liabilities	41	31	71	102	154	86	305	45	235	45	125	38		1,278
Other liabilities	5	3	143	26	57	101	46	7	16	12	(4)	14	2	
Total current liabilities	2,244	3,891	6,682	4,018	7,299	3,237	7,196	1,863	7,425	1,874	3,858	4,487	(3,311)	10,763
Non-current liabilities														
Pension Liability													551,736	551,736
Accrued compensated absences-long term portion	1,579	2,960	4,223	2,837	3,828	2,093	4,449	1,519	4,193	1,599	2,851	2,932	2,815	37,878
Other long-term liabilities											60	97		157
Total non-current liabilities	1,579	2,960	4,223	2,837	3,828	2,093	4,449	1,519	4,193	1,599	2,911	3,029	554,551	589,771
Total liabilities	3,823	6,851	10,905	6,855	11,127	5,330	11,645	3,382	11,618	3,473	6,769	7,516	551,240	534
Deferred inflows of resources														
Deferred pension asset gains													21,448	21,448
Total deferred inflows of resources													21,448	21,448
Net position														
Invested in capital assets, net of related debt	10,546	45,962	176,213	77,232	63,477	8,443	51,401	23,188	44,809	11,921	77,612	47,136	11,186	649,126
Restricted														
Nonexpendable				20										20
Expendable	2,462	6,082	3,101	6,160	2,452	1,598	39,954	1,516	3,850	6,501	2,899	4,333	25,472	106,380

Unrestricted	450	2,999	(4,299)	10,300	1,747	(800)	3,105	1,112	459	4,099	4,800	(3,047)	(541,648)	(520,723)
Total net position	\$ 13,458	\$ 55,043	\$ 175,015	\$ 93,712	\$ 67,676	\$ 9,241	\$ 94,460	\$ 25,816	\$ 49,118	\$ 22,521	\$ 5,311	\$ 48,422	\$ (504,990)	\$ 234,803

Connecticut Community Colleges
 Combining Statement of Revenues, Expenses and Changes in Net Position
 Year Ended June 30, 2015
 (in thousands)



	Primary Institution													System Office	Combined Total
	Asnuntuck Community College	Capital Community College	Gateway Community College	Bousatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quieuebaug Valley Community College	Three Rivers Community College	Tun...is Community College			
Operating revenues															
Student tuition and fees	\$ 6,222	\$ 12,561	\$ 25,108	\$ 16,084	\$ 23,279	\$ 9,755	\$ 22,641	\$ 4,231	\$ 27,042	\$ 5,685	\$ 13,445	\$ 14,320	\$ 42	\$ 175,415	
Less: Scholarship discounts and allowances	(2,734)	(8,159)	(12,504)	(8,309)	(9,226)	(3,969)	(9,545)	(2,068)	(1,874)	(3,224)	(6,527)	(5,282)		(79,421)	
Net tuition and fees	3,488	4,402	12,604	7,775	14,053	5,786	13,096	2,163	15,168	2,461	6,918	9,038	42		
Federal grants and contracts	2,925	9,667	14,618	10,305	10,029	5,693	13,129	2,409	11,567	3,350	6,985	5,827	1,461	99,965	
State and local grants and contracts	248	438	1,420	850	917	362	1,548	220	782	951	742	464	126	9,068	
Private grants and contracts	32	342	83	89	243	28	108	13	1,332	111	274	71	192	2,918	
Sales and services of educational departments	24	20	26	234	14	4	97		222			125		766	
Other operating revenues	103	291	874	355	530	175	458	87	311	155	561	255			
Total operating revenues	6,820	15,160	29,625	19,608	25,786	12,048	28,436	4,892	31,382	7,028	15,480	15,780	1,821	212,866	
Operating expenses															
Instruction	8,536	17,266	29,813	16,656	25,555	10,708	26,739	6,847	21,058	6,975	16,573	16,208	20,609	226,543	
Public service	1		68		4	10	984	195	(1)	30		6	37	1,334	
Academic support	3,802	5,890	9,029	8,203	8,770	5,612	11,519	2,766	11,482	3,574	5,302	6,966	11,456	92,371	
Library	443	882	1,189	939	1,129	649	926	639	977	721	622	1,264	945	11,325	
Student services	2,407	3,652	5,297	3,509	5,240	2,196	4,770	2,288	3,558	1,857	4,050	3,693	4,608	49,125	
Scholarship aid, net	976	2,937	5,236	4,314	3,907	1,672	4,540	769	3,849	1,304	2,888	2,473	28	34,893	
Institutional support	2,763	5,097	5,575	4,212	7,258	3,629	5,934	2,454	3,891	2,350	4,188	4,241	25,074	78,666	
Physical plant	2,343	3,485	8,292	5,778	5,968	2,204	7,083	1,797	1,472	1,736	3,293	3,051	4,270	55,772	
Depreciation	732	2,111	5,655	2,806	3,066	959	3,264	1,113	1,247	662	2,869	1,873	2,120		
Total operating expenses	22,003	41,320	70,154	46,417	60,897	27,639	65,759	18,868	31,247	19,209	39,785	39,775	69,147	579,220	
Operating loss	(15,183)	(26,160)	(40,529)	(26,809)	(35,111)	(15,591)	(7,323)	(13,976)	(1,865)	(12,181)	(24,305)	(23,995)	(67,326)	(366,354)	
Nonoperating revenues (expenses)															
State appropriations - general fund	12,254	20,756	29,153	24,569	30,008	13,148	32,942	11,345	2,449	11,697	20,751	20,091	79,797	331,960	
State appropriations - bond funds	2,910	158	317	982	400	167	39,352	295	1,655	418	292	282	6,518	53,746	
Private gifts	134	1	134		40	96	74	228	523	184	98	3	1	1,516	
Interest income	3	10	3	20	11	2	11	6	11	9	13	2	30	131	
Other non-operating revenues (expenses), net			1	1	2	1	1	1	5			1		13	
Net non-operating revenues	15,301	20,925	29,608	25,572	30,461	13,414	72,380	11,875	21,643	12,308	21,154	20,379	86,346	387,366	
Net income (loss) before other changes	118	(5,235)	(10,921)	(1,237)	(4,650)	(2,177)	35,057	(2,101)	(222)	127	(3,151)	(3,616)	19,020	21,012	
Other changes															
Capital and other additions (deductions)	1,330			453		894	670		400	107	1,854	161	(5,869)		
Interagency transfers	724	2,458	4,795	1,272	2,503	1,303	1,874	1,186	(852)	525	1,006	(443)	(16,351)		
Total other changes	2,054	2,458	4,795	1,725	2,503	2,197	2,544	1,186	(452)	632	2,860	(282)	(22,220)		
Change in net position	2,172	(2,777)	(6,126)	488	(2,147)	20	37,601	(915)	(674)	759	(291)	(3,898)	(3,200)	21,012	
Net position as restated at July 1, 2014	11,286	57,820	181,141	93,224	69,823	9,221	56,859	26,731	792	21,762	85,602	52,320	(501,790)	2,112,211	
Net position at end of year	\$ 13,458	\$ 55,043	\$ 175,015	\$ 93,712	\$ 67	\$ 9,241	\$ 94,460	\$ 25,816	\$ 111	\$ 22,521	\$ 85,311	\$ 48,422	\$ (504,990)	\$ 234,803	

Connecticut Community Colleges
 Combining Statement of Cash Flows
 Year Ended June 30, 2015
 (inthousands)



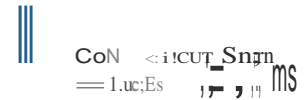
Primary Institution

	Asnuntuck Community College	Cliphill Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlebury Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three River, Community College	Tunxis Community College	System Office	Combined Total
Cash flows from operating activities														
Student tuition and fees	\$ 3,283	\$ 4,381	\$ 12,323	\$ 7,711	\$ 14,010	\$ 5,723	\$ 12,330	\$ 2,227	\$ 14,705	\$ 2,459	\$ 6,580	\$ 8,939	\$ 579	\$ 95,254
Government grants and contracts	2,925	10,056	16,372	11,261	10,630	5,962	13,482	2,589	13,341	3,908	7,860	6,120	1,607	106,113
Private grants and contracts	30	131	64	77	253	20	61	13	1,237	126	155	61	301	2,535
Sales and services of educational departments	24	16	27	215	14	4	91		223			121		741
Payments to employees	(10,491)	(20,126)	(32,240)	(21,059)	(29,759)	(13,568)	(31,798)	(9,529)	(28,106)	(9,803)	(19,160)	(19,630)	(9,691)	(254,963)
Payments for fringe benefits	(6,189)	(11,170)	(17,241)	(11,444)	(16,812)	(7,065)	(18,855)	(5,872)	(14,474)	(5,300)	(11,000)	(11,710)	(4,978)	(142,123)
Payments to students	(1,551)	(2,860)	(5,485)	(4,838)	(4,112)	(2,103)	(4,375)	(814)	(4,113)	(1,035)	(3,659)	(2,654)	(79)	(37,678)
Payments to vendors	(3,355)	(5,635)	(10,394)	(7,790)	(7,309)	(4,337)	(7,951)	(1,697)	(9,723)	(2,328)	(4,409)	(4,820)	(11,295)	(81,043)
Payments by Department of Public Works		(12)				(63)				(69)	(84)		(4)	(232)
Other receipts (payments), net	200	359	1,136	458	1,117	270	885	111	640	203	659	638	206	6,902
Net cash used in operating activities	(15,124)	(24,860)	(35,438)	(25,409)	(31,968)	(15,157)	(36,124)	(12,952)	(26,270)	(11,839)	(23,070)	(22,929)	(23,354)	(304,494)
Cash flows from investing activities														
Interest income	4	11	3	20	12	3	11	6	11	9	11	11	26	134
Net cash provided by investing activities	4	11	3	20	12	3	12	6	11	9	11	11	26	134
Cash flows from capital and related financing activities														
State appropriations	2,104	25	29	529	103	65	39,053	2	446	335	99	96	4,923	47,809
Payments by Department of Public Works	(1,005)		(20)	(1,685)	(295)	(15)	(3,580)	(122)	(512)	(468)	(470)	(123)	(1)	(8,299)
Purchase of capital assets	(608)	(684)	(293)	(204)	(955)	(905)	(386)	(89)	(847)	(640)	(490)	(269)	(12,397)	(18,767)
Interagency transfers	80	(47)			123	38	1	(13)			(137)	(1,646)		
Net cash provided by (used in) capital and related financing activities	571	(706)	(284)	(1,360)	(1,024)	(817)	35,094	(222)	(913)	(773)	(1,001)	(1,942)	(5,880)	20,743
Cash flows from noncapital financing activities														
State appropriations	12,972	20,818	29,401	24,900	30,013	13,280	33,099	11,588	26,570	11,729	21,070	20,191	35,067	290,706
Private gifts	102	1	226		40	136	58	212	523	184	95	2	1	1,580
Federal Family Education Loan Program (FFELP)	885	643	1,170	1,426	450	563	1,151	160	91		1,417	774		8,730
Interagency transfers;	643	2,338	4,604	1,272	2,406	860	1,868	1,235	(197)	551	1,164	1,249	(17,993)	
Net cash provided by noncapital financing activities	14,602	23,800	35,401	27,598	32,909	14,839	36,176	13,195	26,987	12,464	23,754	22,216	17,075	101,016
Net increase (&decrease) in cash and cash equivalents	53	(1,755)	(318)	849	(71)	(1,132)	35,158	27	(185)	(139)	(303)	(2,652)	(12,133)	17,399
Cash and cash equivalents at beginning of year	4,955	13,751	5,200	19,726	10,593	4,295	13,235	4,658	11,682	12,324	11,950	8,635	46,262	167,269

Cash and cash equivalents at end of year

\$ 5,008	\$ 11,996	\$ 4,882	\$ 20,575	\$ 10,522	<u>\$ 3,163</u>	<u>\$ 48,393</u>	<u>\$ 4,685</u>	<u>\$ 11,497</u>	<u>\$ 12,185</u>	<u>\$ 11,650</u>	<u>\$ 5,983</u>	<u>\$ 34,129</u>	668
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Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Position by Fund Group
Year Ended June 30, 2015
(in thousands)



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
Operating revenues						
Tuition and Fees	\$ 175,415	\$	\$	\$	\$	\$ 175,415
Less: Scholarship discounts and allowances	(79,421)					(79,421)
Net tuition and fees	95,994					95,994
Federal grants and contracts	99,965					99,965
State and local grants and contracts	9,068					9,068
Private grants and contracts	2,918					2,918
Sales and services of educational departments	766					766
Other operating revenues	4,143			(1)	13	4,155
Total operating revenues	212,854			(1)	13	212,866
Operating expenses						
Salaries and wages	256,443					256,443
Fringe benefits	186,066					186,066
Supplies and services	56,901		15,284	330	112	72,627
Scholarship aid, net	34,851	42				34,893
Depreciation					29,191	29,191
Total operating expenses	534,261	42	15,284	330	29,303	579,220
Operating loss	{321,407}	(42)	(15,284)	(331)	(29,290)	(366,354)
Non operating revenues (expenses)						
State appropriations - general fund	331,960					331,960
State appropriations - bond funds			11,785	41,961		53,746
Private gifts	1,468				48	1,516
Interest income	131					131
Other non-operating revenues (expenses), net	13					13
Net non-operating revenues	333,572		11,785	41,961	48	387,366
Net income (loss) before other changes	12,165	(42)	(3,499)	41,630	(29,242)	21,012
Other changes						
Capital and other additions (deductions)	(1,188)		(17,249)	(8,500)	26,937	
Interagency transfers	4	4)	1,995	(1,995)		
Total Other Changes	(.1,184)	(4)	(15,254)	(10,495)	26,937	
Change in net position	10,981	(46)	(18,753)	31,135	(2,305)	21,012
Net position as restated at July 1, 2014	(525,551)	143	59,408	28,360	651,431	213,791
Net Position at end of year	\$ (514,570)	\$ 97	\$ 40,655	\$ 59,495	\$ 649,126	\$ 234,803

Exhibits

Standard 1

Exhibit 1.1 – Capital Community College (CCC) Website

Standard 2

Exhibit 2.1 - CCC Strategic Plan

Exhibit 2.2 - Student Services Learning Outcomes and Assessment

Exhibit 2.3 - 2015 CCSSE Report

Exhibit 2.4 - 2015 CFSSE Report

Exhibit 2.5 - General Education Assessment Team Goals

Exhibit 2.6 - QR Tutor Survey

Exhibit 2.7 - QR Faculty Feedback Form

Exhibit 2.8 - TAP Policy

Exhibit 2.9 - ConnSCU Academic Program Review Guidelines

Exhibit 2.10 - ECE Self Study 2015

Exhibit 2.11 - ASC Survey Results 2015

Exhibit 2.12 - ASC Tutor Feedback and Self Evaluation

Exhibit 2.13 - AMT Survey Results

Standard 3

Exhibit 3.1 - Connecticut State Colleges and Universities (CSCU) Website

Exhibit 3.1a – CSCU Website Regents Minutes

Exhibit 3.2 – CCC Senate Website

Standard 4

Exhibit 4.1 – CSCU Nursing Program Articulation Agreements

Exhibit 4.2 – Program Review Instruments

Exhibit 4.3 – CCC College Catalog

Exhibit 4.4 – CSCU Transfer and Articulation Policy (TAP) Framework

Exhibit 4.5 – CDAC Workshop Documents

Exhibit 4.6 – CDAC Standards for Reviewing Documents

Exhibit 4.7 – TAP Initiatives

Exhibit 4.8 – CCC Website

Exhibit 4.9 – CCC Student Handbook

Exhibit 4.9a – Plagiarism (pg. 55 of Student Handbook)

Exhibit 4.9b – Student Code of Conduct

Exhibit 4.10 – Board of Regents (BOR) Transfer Policy

Standard 5

Exhibit 5.1 – CCC Catalog, Admissions Process

Exhibit 5.2a – Accuplacer Basic Skills Placement Test

Exhibit 5.2b – Nursing Program Admissions

Exhibit 5.3 – CCC Mission and Vision Statement
Exhibit 5.4 – Financial Aid Guide
Exhibit 5.5 – Online Registration Link
Exhibit 5.6 – Registrar’s Office Bookmarks
Exhibit 5.7 – Department of Higher Education Records Retention Document
Exhibit 5.8 – CCC Student Handbook
Exhibit 5.9 – Veteran’s Benefits
Exhibit 5.10 – Graduation Rates
Exhibit 5.11a & 5.11b – Supplemental Brochures
Exhibit 5.12 – CCC Graduate Survey
Exhibit 5.13 – CCC Mission Statement and Vision Statement
Exhibit 5.14 – Four Year Transfer Opportunities
Exhibit 5.15 – Support Services for Academic Success
Exhibit 5.16 – CCC College Website

Standard 6

Exhibit 6.1 – CCC College Catalog
Exhibit 6.2 – Affirmative Action Approval Letter
Exhibit 6.2a – Affirmation Action Plan
Exhibit 6.2b – Affirmative Action Final Workbook
Exhibit 6.3 – Congress of Connecticut Colleges (4 C’s Contract)
Exhibit 6.4 – American Federation of Teachers (AFT Contract)
Exhibit 6.5 – Examples of Faculty Professional Activities
Exhibit 6.6 - Blackboard Platform
Exhibit 6.7 – NEASC Interim Report
Exhibit 6.8 – SEBAC Agreement
Exhibit 6.9 – CCFSSSE Survey
Exhibit 6.10 – CCSSE Survey
Exhibit 6.11 – Graduate Survey
Exhibit 6.12 – Strategic Plan

Standard 7

Exhibit 7.1 – BOR Policy Regarding Equivalencies and Exceptions
Exhibit 7.2 – BOR Human Resources Policies
Exhibit 7.3 – IT Customer Service Procedure
Exhibit 7.4 – IT Acceptable Use Policy
Exhibit 7.5 - CCC Campus Master Plan

Standard 8

Exhibit 8.1 – Assessment Process Diagram
Exhibit 8.2 – Assessment Worksheet and Instructor Feedback Form
Exhibit 8.3 –Paramedic (EMT) Student Pass Rate
Exhibit 8.4a – Program Review - Nursing
Exhibit 8.4b – Program Review – Early Childhood Education
Exhibit 8.5 – CCC Graduate Survey
Exhibit 8.6 – CCC Graduation Rates

- Exhibit 8.7 – CCC Graduate Employment and Wage Report
- Exhibit 8.8 – Faculty Performance Review Documents
- Exhibit 8.9 – Licensure Rates for Graduates

Standard 9

- Exhibit 9.1 – Connecticut General Assembly 2011 Statutes
- Exhibit 9.2 – CCC College Catalog
- Exhibit 9.3 – Congress of Community Colleges Contract (4 C's)
- Exhibit 9.4 – American Federation of Teachers Contract (AFT)
- Exhibit 9.5 – CCC College Catalog
- Exhibit 9.6 – CCC Student Handbook
- Exhibit 9.7 – CCC Guidelines for Distance Learning
- Exhibit 9.8 – Affirmative Action Plan
- Exhibit 9.9 – Mandate, Three Academic Division Policies
- Exhibit 9.10 – CCC College Catalog, Continuing Education Publications
- Exhibit 9.11 – CCC College Website
- Exhibit 9.12 – myCommnet Online Portal
- Exhibit 9.13 – Financial Aid
- Exhibit 9.14 – Office of Institutional Research
- Exhibit 9.15 – Board of Regents Website
- Exhibit 9.16 – Board of Regents Financial Webpage
- Exhibit 9.17 – NEASC Self Study Survey Results
- Exhibit 9.18 – Board of Regents (BOR) Minutes
- Exhibit 9.19 - Counseling link to Insight by Simplicity